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AUTHOR	Chapman, Jean; Lewis, Lyndia
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ABSTRACT

The last of five handbooks developed by Project HAPI (Handicapped Achievement Program Improvement), a multimedia staff development program to help teachers and specialists write effective individualized education programs (IEPs), is in looseleaf workbook format and focuses on trainable mentally retarded/developmentally handicapped children. It is reported that students who received IEPs developed by staff trained in Project HAPI had overall gains in reading and mathematics which doubled and/or tripled over the three year period with 90 to 93 percent of students reaching short term objectives on schedule. Part I of the handbook focuses on a systematic approach to the IEP development with sections on what the IEP should include, and 11 sequential steps such as initial identification (Step 1), conducting the assessment (Step 6), selection of intervention materials (Step 8), and review of the IEP (Step 11). Part II is on assessment with three assessment matrixes: assessment tools related to specific categories of function, description of assessment tools listed in the first matrix, and unpublished and informal assessment tools. Part III is on intervention with an intervention matrix and lists of sample resource materials. Appendixes include model IEPs, addresses for vendors and publishers, and a handbook evaluation form. A separate training package contains the script of an accompanying audiocassette, sample forms (in English and Spanish), and the pre- and posttest. A 60 minute video program with guide is also available for the program. (DB)

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ASSESSMENT + INTERVENTION = IEP

A Handbook on How To Write an Individualized Education Program

for

Trainable Mentally Retarded / Developmentally Handicapped

Book Five

Jean Chapman
Lyndia Lewis

Project HAPI
Handicapped Achievement Program Improvement
An ESEA Title IV-C Project Number 3426

Superintendent of Schools
Department of Education, San Diego County
6401 Linda Vista Road, San Diego, California 92111

July 1, 1979

EC 132 819

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FOREWORD

On November 29, 1975, President Gerald Ford signed Public Law 94-142 (PL 94-142). On September 1, 1977, PL 94-142, "The Education for all Handicapped Act" required that individualized education programs (IEP's) be developed for handicapped students.

PL 94-142 guarantees that all handicapped pupils have access to an education which meets their needs, that all handicapped students have educational rights which entitle them to the same benefits possessed by nonhandicapped students, and that schools provide handicapped pupils with special opportunities which enable them to participate as fully as they can in regular school activities.

Among other things, PL 94-142 mandates that school personnel write individualized education programs (IEP's) for all handicapped pupils. To help educators meet this requirement of the law, Project HAPI (Handicapped Achievement Program Improvement), an ESEA Title IV-C project funded by the United States Department of Health, Education and Welfare, administered by the California State Department of Education, and operated by the Department of Education, San Diego County, was begun.

The goal of Project HAPI is the creation of materials to be used in a training program for special education teachers/specialists who must prepare individualized education programs (IEP's) leading to individual achievement in mathematics and reading by handicapped pupils, grades kindergarten through twelve.

For additional information about Project HAPI and these materials, contact Jean Chapman, project coordinator, at the Department of Education, San Diego County.

Gerald A. Rosander
Superintendent of Schools

ACKNOWLEDGMENTS

The concept and design for Project HAPI originated with Dr. Lawrence C. Barry, project director. Virginia P. McDonald was acting director of Project HAPI during 1978-79. The development of the handbooks with accompanying audio cassettes, the video film, their editing and coordination of their use in training was accomplished by Jean Chapman, project coordinator.

This handbook was compiled and revised by Lyndia Lewis, teacher of trainable mentally retarded, San Diego City Schools. Dr. Clayton Bennett, Dr. Mary Gene Sanders and Jean Chapman were responsible for refining and reorganizing the second field test editions based on suggestions received from special education master teacher/specialist participants in Project HAPI training workshops 1977-78. Part one of this edition was rewritten by Jean Chapman, project coordinator, to reflect changes in federal and state regulations as they have occurred.

Special acknowledgment is extended to Kathryn Aufsesser, Louise Bookbinder, Patricia Felter, Clara Galyean, Sue Gerrish, Gail Howard, Jerry Kruppel, Peter Pitard, John Sattler, Al Usher, Grossmont Training Center staff, Revere Development Center staff, and Vista Unified School District for their contributions and assistance. Special appreciation is due Dr. Charles Watts, director, California Learning Resource Center, University of Southern California, Los Angeles, for supplying many materials for the project.

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INTRODUCTION

Project HAPI (Handicapped Achievement Program Improvement) has been designed to provide assistance to teachers for increasing handicapped student achievement in reading and mathematics. Essential to meeting this objective is the development of a structured training process to prepare school personnel for planning and implementing individualized education programs (IEP's) mandated by PL 94-142. The chief vehicle for training is a specially written handbook with accompanying instructional audio cassette, one specifically developed for each of the designated areas of exceptionality stipulated in the law.

Each handbook provides a resource for a practical assessment of skills, a compilation of intervention strategies and materials, an organized approach to prioritizing goals and objectives leading to effective writing of the IEP, and model IEP's. The format of the handbooks is open-ended, providing for the addition of new materials as they become available.

These handbooks are designed to be used as inservice training manuals for special education master teachers/specialists who, after receiving this training, will become "process change agents" for the training of other personnel.

These handbooks have been evaluated by master teachers/specialists who used a rating scale to record qualified judgments about their practicality, relevance to the task of writing IEP's, and value for improving a handicapped pupil's achievement in reading and mathematics.

Each handbook provides a systematic approach to IEP development, leading to the creation of an acceptable and effective individual program. The handbooks also include two assessment matrices. The first matrix provides a quick review of suggested assessment tools, with a description of how these tools relate to the categories of present levels of function (as outlined in the legislation: PL 94-142).

The second matrix describes these assessment tools, adding other pertinent information including function, response, format, administration, time, age, grade level, normative data and source.

The handbooks also include a section on unpublished, informal assessment tools not readily available, as well as a matrix listing intervention strategies from published sources. Also offered are sample techniques and intervention materials from unpublished sources, with brief instructions selected for individual instruction.

The appendices include model IEP's, addresses of vendors offering assessment and intervention materials, special information and the handbook evaluation.

The handbooks are specifically intended for use as a part of the Project HAPI training program. They serve as guides and are the basic materials needed. In addition to the handbooks, Project HAPI staff has developed a packet of exemplary materials which provide important information and supplemental support for the training activities.

In addition to the handbooks and cassettes, Project HAPI staff has developed a video film entitled Education for the Handicapped: A Parent-School Partnership which provides an overview of the IEP process depicting identification, referral, assessment and IEP planning events in compliance with federal and state laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals such as physical therapists, doctors and parent/child advocates.

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PART I

A SYSTEMATIC APPROACH TO INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT

WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM INCLUDE. . .

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WHAT DOES AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) INCLUDE. . .

> "The individualized education program (IEP) is a statement of the services to be delivered and of the anticipated goals and objectives for the pupil but it is not a contract which guarantees the accomplishment of the anticipated goals and objectives."
>
> CAC, Title 5, 3154 (9)

According to federal law (PL 94-142) and California regulations, an IEP shall include:

1. A statement of present levels of educational performance.
2. A statement of annual goals, including short-term instructional objectives.
3. A statement of the specific educational services to be provided and the extent of participation in regular educational program.
4. The project date for initiating and anticipated duration of services.
5. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.
6. Provisions for the transition into the regular class program if the pupil is to be transferred from a special day class or center or nonpublic school into a regular class in a public school.
7. A secondary grade level pupil's individualized education program shall also include any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and meet or exceed proficiency standards for graduation, in accordance with California Education Code, Sections 51225 and 51225.5.
8. For limited-English-speaking and non-English-speaking students, linguistically appropriate goals, objectives, programs and services.
9. Extended school year services when needed.
10. Specially designed physical education and vocational education when needed.

AN OUTLINE OF IEP COMPONENTS

The following list expands upon the mandated IEP components on page seven and provides a more detailed guide to aid in writing the IEP:

1. Personally identifiable information.
2. Dates of initiation, alteration and duration of special education.
3. Career/vocational education program.
4. Appropriate physical education program.
5. Extent of regular class placement.
6. Dominant language of home and pupil.
7. Present levels of function.
8. Health status.
9. Rationale for placement.
10. Secondary level graduation requirements.
11. Statement of annual goals.
12. Short-term instructional objectives.
13. Evaluation criteria and procedures.
14. Person(s) responsible for implementing IEP (not mandated but recommended as a promising approach).
15. Determination of extended school services.
16. IEP committee members (person charged as committee coordinator designated).
17. Rights and protections documented.
18. Written parental consent to placement documented.
19. Appropriate linguistically.

A more complete explanation of these components follows on pages 9-12.

EXPLANATION OF IEP COMPONENTS

What Does An IEP Include?

1. Personally Identifiable Information

   Accurate and legible data must be recorded in an IEP. These data include name, birthdate, sex, grade level and personal identifier (such as social security number, student number or description of physical characteristics).

2. Dates of Initiation, Alteration and Duration of Special Education

   Specified dates must be shown on the IEP. These dates are: a) initiation of special education services; b) placement change; and c) anticipated duration of special education services. When appropriate placement cannot be made within 20 school days, the reason for delay and project date for placement shall be stated in the IEP [CAC 3005(c)].

3. Career/Vocational Education Program

   The requirement to hold this kind of program applies to all grade levels but is assigned a high priority at the secondary level.

4. Appropriate Physical Education Program

   An IEP must show whether the regular physical education program for nonhandicapped children is appropriate or whether special physical education must be provided. Special physical education includes adapted physical education and motor development. [CAC 5, 3306(f)].

5. Extent of Regular Class Placement

   This component is referred to as the least restrictive environment (LRE) and refers to the percentage of time the student spends in regular class on a weekly basis. A full explanation of LRE rationale is included in the description of the rationale for placement.

6. Dominant Language of Home and Pupil

   The dominant or primary (but not necessarily the native) language of both home and pupil must be stated in an IEP. How the determination of the dominant language is made for the child (i.e., by observation, test or parent report) must be recorded on the IEP.

7. Present Levels of Function

   The following seven areas must be assessed: To determine the student's current levels of functioning and his or her strengths, weaknesses and needs:

   a) Academics*
   b) Communication/Language*
   c) Social Adaptation/Emotional Development

d) Psychomotor

e) Prevocational/Vocational Skills

f) Self-help Skills

g) Learning Style (Modality), including: Length and kind of response, motivation and approach to task presentation

h) Learning Approach (i.e., best for individual; e.g., reflective, persistent, etc.)

NOTE: "Age appropriate" should be written next to the item to show that no need for special education is indicated in a particular area.

*For specific learning disabilities (F.R. III, 121a. 541-2-3) certain academic and language areas are designated for assessment. In addition, an observation of the individual's classroom performance and a written report of the results of the evaluation are required. This report is referred to as the Psychoeducational Study [CAC 5 3421(b)].

8. Health Status

The assessment includes assessment of all areas related to suspected disability, including--when appropriate--health, vision and hearing as determined by a licensed nurse or surgeon/physician. (See appendix B to determine when a licensed surgeon's/physician's statement is required.)

9. Rationale for Placement

Justification for special education is based upon adequate assessment, observation and information gathered from parents, teachers and other members of the eligibility and planning (E&P) committee. This justification, which is a rationale, must reflect all areas of need in the multidisciplinary assessment and must be developed for the individual student by the full E&P committee on the basis of identified needs. Included in this rationale are statements of:

a) Functional description of handicap:

Describes educational need(s) in understandable language. Reflects assessment data recorded in IEP under "present level of function" and "health status," and includes data obtained from assessment and observation by any E&P committee member.

b) Specific special education to be provided:

A statement of the specially designed programs the child will receive to meet educational goals of an IEP must be provided by districts. Placement must be made on need(s). The career/vocational program in which the pupil may participate is written as part of the IEP. Vocational goals are assigned a high priority at the secondary level. For an individual whose handicap is designated as a "behavior disorder," the IEP shall include recommendations for amelioration of behavior which interferes with learning. The special education program to be provided must be recorded in this component.

c) Related service required:

A description of all related services required for an educational program must be documented in the IEP. Related services include: remedial physical education; transportation; occupational and physical therapy with documentation stating which agency will provide service; mobility training; interpreter; Braille transcriber; PH/home bound instruction; and any other services required to insure an appropriate education. Language, speech and hearing therapy becomes a related service when an individual with exceptional needs has a special class placement. When this therapy is the only special education service/program required, such service is recorded as the specific special education program. Written procedures assuring consistent documentation of related services should be developed and followed by the school district.

d) Special material/equipment to be provided:

Special instructional media is recorded which is required to meet the educational goals of the IEP. This media must be provided by the district.

e) Provision(s) for possible transition into regular class program:

This statement describes possible transition into the regular class program if the individual is to be transferred from a special day class, or center, or nonpublic school into a regular class in a public school. Such a statement provides flexibility so that a student may be moved into a less restrictive environment as needs change.

f) Rationale for least restrictive environment:

This is a statement justifying special education placement in both academic and nonacademic areas to insure full educational opportunity for the handicapped individual with nonhandicapped students. It is a description of other placement options considered and the reason why the recommended placement was selected.

10. Secondary Level Graduation Requirements

A secondary level individual's IEP shall also include any alternative means and modes necessary for the individual to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation, in accordance with Section 51225 of the Education Code.

11. Statement of Annual Goals

An IEP must include a statement of general educational aims or goals as determined by the E&P committee. These goals are to be based on assessment, observation and information brought to the committee meeting. A goal is a broad statement describing a task, such as, "improve auditory processing skills." Goals are general (i.e., not specific in terms of the task or activity). They are not time referenced and do not specify proficiency levels. It is recommended that copies of the Assessment Analysis providing descriptive evidence of assessment information be attached to the IEP.

12. Short-Term Instructional Objectives

The IEP must include the short-term instructional objectives which are determined by the E&P committee. The objectives are based on assessment, observation and information brought to the committee meeting. Objectives are written in a more definitive manner than annual goals, such as: "Student will show a gain of at least six months on all auditory subtests of the Detroit test by June 1, 1978." Several short-term instructional objectives may be written for one annual goal, and each objective must state: a) specific observable behavior; b) under what conditions the tasks shall be accomplished; and c) within what time, with what degree of accuracy and/or what level of proficiency the objectives are to be met.

13. Evaluation Criteria and Procedures

The IEP must reflect all areas of student need as identified in the multidisciplinary assessment. An assessment is required: a) prior to initial placement;

b) before placement change, including additions and deletions within the special education program; c) upon transferring to regular education; d) upon request by a teacher or parent/guardian; and e) at annual review of the IEP required for determining whether the short-term instructional objectives are being achieved. Student progress toward meeting all IEP objectives requires documented monitoring.

14. Person(s) Responsible for Implementing IEP

The person named in each short-term instructional objective is responsible for implementing that objective. A copy of the total IEP should be available in the classroom of person(s) responsible for implementation.

15. Determination of Extended School Services

Extended school year services, when needed, must be documented.

16. IEP Committee Members

An IEP must be developed by an E&P committee. Committee members will vary with different educational placements (see appendix B). The language, speech and hearing specialist and the school psychologist who examine the child must serve on the E&P committee. The assessment must be made in the dominant language of the child. Placement must be based upon more than one measure. The information contained in the IEP must be established as a result of assessment and/or observation at the time of writing the IEP. E&P committee members are required to sign and date their participation in the writing of the IEP. The team member who assumes the position of coordinating the assessment activities is to be designated on the signature page.

17. Rights and Protections Documented

All parents of students for whom an IEP is developed must receive a written notice of their rights and protections (including right to a fair hearing) as required by federal and state laws. Receipt of that notice should be documented on the IEP form.

18. Written Parental Consent to Placement

No special education placement can be initiated or provided to a child until the parent(s) agree in writing to that placement. Such written consent must be informed consent, that is, it is given voluntarily and that the parent understands and is informed about to which he is giving consent.

19. Appropriate Linguistically

An IEP must be written so that all goals, objectives, programs and services determined, if the person is limited-English-speaking or non-English-speaking, are linguistically appropriate. Should an interpreter be necessary either to translate in another language or to translate in a specific mode of communication, this person's signature is also required as a member participating in the IEP committee.

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INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

Student ① BD ① CA ①

Personal Identifier ① Sex ①

Teacher (9B) No. Yrs. Enrolled in School ① Grade ①

School (9B) Special Program (9B)

Date of Initial Enrollment in Special Education ② *Projected Date of Placement ② Anticipated Duration of Placement ②

Career/Vocation Education Program ③

Extent of Regular Class Placement ⑤ % P.E. Program ④

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Ⓐ

Academics: Ⓑ

Social Adaptation/Emotional Development: Ⓒ

Psychomotor: Ⓓ

Prevocational/Vocational Skills: Ⓔ

Self-Help Skills: Ⓕ

Learning Style (Modality): Ⓖ

Learning Approach (e.g., reflective, persistent, etc.) Ⓗ

⑦

Health Status: ⑧

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): ②

Date of Meeting ⑥

Parents Phone

Address

Native Language of Pupil How Determined

Native Language of Home School District of Residence

RATIONALE FOR PLACEMENT

Functional description of handicap: Ⓐ

Specific special education to be provided: Ⓑ

Related services to be provided: Ⓒ

Special material/equipment to be provided: Ⓓ

Provision(s) for possible transition into regular classroom program: Ⓔ

Rationale for Least Restrictive Environment: Ⓕ

⑨

(Includes explanation of (3), (4), (5))

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PINK—Originator

20

Student ____________________ ⑲

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^{xx} sign below: Date

Parent/designee signature ____________________ ________

Parent/designee signature ____________________ ________

Student signature ____________________ ________

Special education administrator/designee signature ____________________ ________

Regular education teacher signature ____________________ ________

*School psychologist signature ____________________ ________ ⑯

*Language, speech, and hearing specialist signature ____________________ ________

School nurse signature ____________________ ________

Special education teacher signature ____________________ ________

Interpreter signature ____________________ ________

Other signature (specify) ____________________ ________

Other signature (specify) ____________________ ________

*Has evaluated pupil

^{xx}Indicates designated team coordinator

13a

Secondary level graduation requirements (CAC 3306(s)):

⑩

Determination of extended school year services (CAC 3306(e)):

⑮

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement ____________________ ⑱

Parent/designee signature ____________________ Date ________

Parent/designee signature ____________________ Date ________

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature ____________________ Date ________ ⑰

Parent/designee signature ____________________ Date ________

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Student ____

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
⑪	Specify time, observable behavior, evaluation conditions, and evaluation criteria. ⑬ ⑫ Person responsible ⑭ Date established ⑬	Date ⑬ ________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsibile Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed

*CAC Title 5 – 3307

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SEQUENTIAL STEPS IN IEP DEVELOPMENT: A GUIDE

Step 1. Initial Identification. 17

IEP Flow Chart. 19
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Intervention and Activities Plan (Example). 63a

Step 11. Review of the IEP 65

STEP 1. INITIAL IDENTIFICATION

Often the IEP process is initiated as a result of either formal or informal screening. Formal screening refers to that screening which is routinely carried out by all school districts such as the screening of speech and language, vision, hearing, psychomotor skills, academic skills, dominant language and physical growth. Informal screening refers to reports and observations reported by parents, community agencies or school personnel. When either formal or informal screening suggests a possibility of a disability, a consultation with a resource person or the classroom teacher is indicated to clarify the problem. Such a consultation may lead to several possibilities:

1. That the child's needs can be met by modification in the regular classroom.
2. That supplementary instruction within regular education, such as a language development program, or a learning resource center are appropriate.
3. That a different school setting or classroom placement is better suited to the child.
4. That the child needs to be referred for assessment.

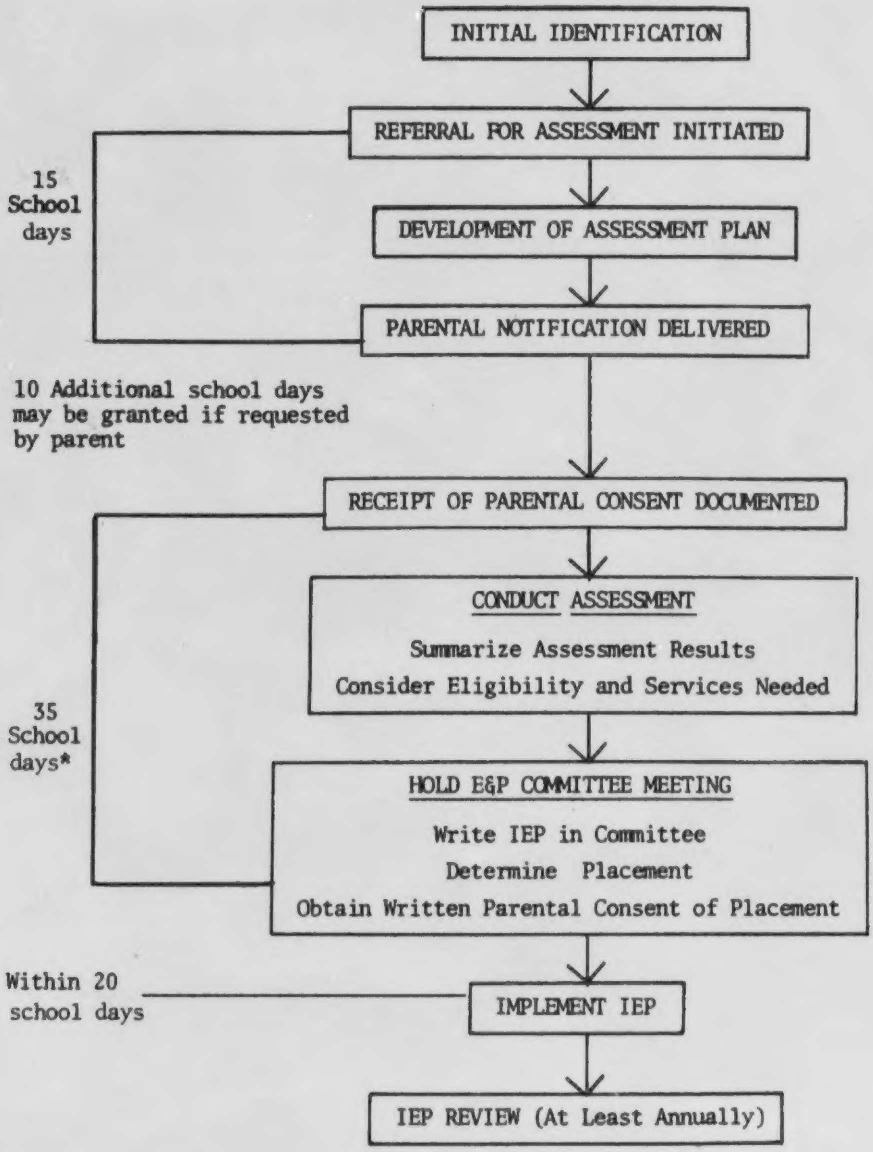
A flow chart on page 19 shows the IEP process schematically. It is appropriate for Non-Master Plan and Master Plan districts.

When it is established that such a referral is indicated, it is good practice to inform the parents and solicit their cooperation and involvement at the very earliest time. Also at this point, the referral must be routed to the appropriate school personnel for purposes of following the identification, referral and assessment procedures established by the district. A form for making a referral to an assessment team can be found on page 21 and a completed form for a fictitious child follows.

Non-Master Plan districts' procedures will differ to some degree (e.g., the assessment team for Non-Master Plan is labeled the E&P (eligibility and planning) team. Master Plan assessment teams are SAT (site assessment team) and EAS (educational assessment service).

An IEP Process Log for use by the designated coordinator of the assessment team is provided on pages 23 and 24.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional school days may be granted if requested by parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 school days
IMPLEMENT IEP
IEP REVIEW (At Least Annually)

CAC 5 - 3305 (b) *When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School ______ Date ______ Person Initiating Referral ______

Student ______ BD ______ CA ______ Sex ______

Personal Identifier ______ Current Teacher ______ Grade ______ Current Placement ______

No. Yrs. Enrolled in School ______ Native Language ______ How Determined ______

Parent(s)/Guardian(s) ______ Phone ______

Address ______

Native Language of Home ______ School District of Residence ______

Assessment Team Coordinator ______ Date Referral Received ______

Reason for Referral:

Background Information:
Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

Form 029 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Project HAPI

REFERRAL TO ASSESSMENT TEAM

FICTITIOUS

School *Lawton* Date *9-6-77* Person Initiating Referral *Sally Jones*

Student *Manuel Lopez* BD *4-12-72* CA *5-10* Sex *Male*

Personal Identifier *Brown hair and eyes. Birthmark on left-hand.* Current Teacher *Salley Jones* Grade *K* Current Placement *Regular class.*

No. Yrs. Enrolled in School *0* Native Language *Spanish/English* How Determined *Parent report.*

Parent(s)/Guardian(s) *Mr. and Mrs. Alvarado E. Lopez* Phone *281-6609*

Address *14508 Twin Buttes Circle, La Costa CA 98765*

Native Language of Home *Spanish/English* School District of Residence *La Costa*

Assessment Team Coordinator *Julie Mason* Date Referral Received *9-7-77*

Reason for Referral:

Low functioning for age. Immature speech and behavior patterns. Lacks fundamental English or Spanish vocabulary. Uses gestures more than speech for communication. Attention difficult to attain. Attention span is fleeting.

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

This is Manuel's first school experience. Parents reported difficult problems in control. They had been advised Manuel would "outgrow" his tantrums and speech problems. Manuel plays beside other children but does not enter into cooperative play. Grandmother lives in the home and speaks only Spanish. Parents speak both Spanish and English in the home and with Manuel.

Health/Medical History

Unable to accomplish pure-tone hearing screening, but response to free-field screening indicates hearing is within normal limits. Visual screening suggests normal function. No health problems noted.

Previous Interventions/Strategies

Parents report they recognized Manuel's slow development, but hoped he'd "catch up." No intervention has been attempted outside the family home.

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IEP PROCESS LOG

Student____________________B/D________Grade___Teacher__________

School____________________Team Coordinator____________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .		
2. Development of assessment plan:		
A. Parent notified of informal meeting.		
B. Evaluation team members notifed.		
C. Assessment Record utilized.		
D. Assessment Analysis provided each team member		
E. Timelines established for:		
(1) Completion of assessment.		
(2) Assessment Analysis to be delivered to team coordinator.		
(3) Psychoeducational study completed (for EH & SDL) .		
(4) Assessment Analysis compiled by team coordinator. .		
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.		
4. Receipt of parental consent to assess documented.		
5. Conduct assessment per plan (see full Assessment Record). .		
6. Coordinator collect and compile findings on Assessment Analysis.		
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.		
(a) Notice delivered.		
(b) Report of meeting delivered.		
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.		
7. Parent's response to item 6, (1) received/documented. . . .		
Parent's response to item 6, (2) received/documented. . . .		

8. Agenda prepared for E&P committee meeting. . . . . .__________ ________

9. E&P committee meeting:

   A. IEP--written and signed by participating members . . . .__________ ________

   B. Written parental consent for educational placement documented. . . . . __________ ________

10. IEP implemented . . . . __________ ________

Form 634-I/HAPI
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San Diego County 6-79

STEP 2. INITIATING A REFERRAL: PLANNING USING THE ASSESSMENT RECORD

An individualized education program (IEP) focuses on an individual's identified needs and strengths. Consequently, assessment must be carefully planned. Legislation requires that when a child is referred for assessment because of a suspected disability, the assessment team shall deliver to the parents within 15 school days notification of referral for assessment including parent rights, a statement as to possible program alternatives and a complete assessment plan.

The blank Assessment Record on page 26 offers a format which provides a "map" and a "log," for planning assessment and recording the evaluation as it progresses. This form permits the assessment team to determine quickly those areas of behavior to be sampled to tailor evaluation to the particular needs of the subject.

The Assessment Record provides a means of documenting existing current records and data in areas of behavior and function mandated for consideration in developing the assessment plan. So that assessment does not duplicate or overlook areas, the Assessment Record can become the basis for planning what tests need to be given and who will administer them. The assessment team coordinator will find the Assessment Record a means of providing direction and establishing timelines for the assessment team. The Assessment Record can be the initial vehicle for establishing this logging system for keeping track of referrals and their disposition, and assuring that the assessment and planning process proceeds smoothly in accordance with schedules and timelines.

A completed Assessment Record for a fictitious child, Manuel Lopez, appears on page 26a.

Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade ____________

Birthdate ______________________ Date ____________

* * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Project HAPI **ASSESSMENT RECORD**

FICTITIOUS

Name *Manuel Lopez* Grade *Primary*

Birthdate *4-12-72* Date *9-29-77*

• • • • • • • • • •

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
9-20-77	Vision Acuity	*Joyce Heisser*
9-20-77	Auditory Acuity	*Joyce Heisser*
	Current Health	
	LEARNING STYLE	
9-28-77	*YEMR Performance Profile*	*Juarez*
	ACADEMICS	
9-28-77	*YEMR Performance Profile*	*Juarez*

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
9-29-77	*Articulation Survey (BAG)*	*P. Coyle*
9-25-77	*Teacher Made Assessment Basic on Language Acquistion Program*	*P. Coyle*
	PSYCHOMOTOR	
9-29-77	*Oral Motor Assessment (BCP Adaptation)*	*P. Coyle*
	PRE-VOCATIONAL/VOCATIONAL	
9-28-77	*YEMR*	*Juarez*
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
9-20-77	*Parent Information Survey*	*J. Mason and Parents*
9-28-77	*YEMR*	*Juarez*
	SELF-HELP SKILLS	
9-20-77	*Parent Information Survey*	*J. Mason*

Form 630-1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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STEP 3. SELECTION OF ASSESSMENT TOOLS

While selection of appropriate assessment tools is a critical component in the assessment-intervention process, so, too, is the appropriate use of those tools. The search for a single tool or even a specific battery of tools which would meet all assessment needs and be universally valid is a search in vain. Assessment necessitates custom tailoring.

All assessment tools and procedures must be administered in the primary language of the limited-English-speaking and non-English-speaking individual and meet the specifications for nondiscriminatory testing. Further, assessment shall be administered by credentialed or licensed personnel who are competent in both oral and written skills of the child's primary language or mode of communication and have knowledge and understanding of the child's cultural and historical background.

Assessment results must be available at the IEP committee meeting to assist committee members in making educational placements and decisions about intervention. Goals and objectives must be based directly on assessment data. Selection of strategies and materials for intervention must be based upon the specific skills and specific needs identified in the assessment.

Experience suggests that it is important to have information from both criterion- and norm-referenced tests in developing the IEP. Criterion-referenced tests characteristically provide more information defining present levels of function and stage of development. Norm-referenced tests have conventionally been administered to measure abilities, and evaluates the individual in comparison to a group of persons. However, the information yielded by norm-referenced tests has limited value for planning instructional interventions, whereas, criterion-referenced tests are content specific and translate directly to specific levels for instructional planning. Assessment must establish where the individual is now and what the next step in intervention needs to be and under what conditions the child learns best.

STEP 4. DEVELOPING THE ASSESSMENT PLAN

The assessment plan shall be developed by the assessment team (SAT, EAS, or E&P). The team may use "recent and reliable data from assessment which has been conducted by appropriately licensed professionals, in lieu of scheduling additional assessments." Therefore, a search and collection of existing records should have been accomplished and recorded on the Assessment Record as noted on pages 31b and 31c.

Using the Assessment Record(s), the assessment plan can be formulated by the team. Such a plan must be written in language understandable by the general public and must include:

1. A description in ordinary language of procedures, tests, records or reports proposed for use in assessment.
2. Specific tests and techniques to be used:
    A. Name and describe the specific tests or techniques to be used (must meet state requirements for nonbiased assessment).
    B. Describe how the assessment results will be used.
    C. When an interpreter is used, the plan shall document and note the degree the validity of assessment may be attenuated.
3. Name the person responsible for administering the tests or techniques.
4. State the date when all assessment is to be completed.
5. Specify place, date and time of the IEP planning meeting when results will be analyzed and summarized.
6. Assure that assessment procedures specifically include adequate identification by qualified persons of visual perceptual and other perceptual problems, for the child whose learning problems could be due to the many manifestations of a perceptual problem.

7. Parental notification and explanation of due process and procedural safeguards, confidentiality, access to records and fair hearing rights (defined as informed consent).

8. Request for written parental informed consent to assessment plan providing space for date and signature.

9. Plan must be provided in the parent's native language or parent's mode of communication and translated, in any means necessary, to communicate with the parent.

Assessment matrix A, pages 69-76, provides an alphabetical list of many tests and indicates areas of behavior these instruments test. Following on pages 77-100, matrix B, these same assessment tools are listed with information describing the function, format, administration, appropriate age or developmental levels, whether the tools are norm- or criterion-referenced and the source.

These two matrices give much of the information needed for items one and two above in adequately developing the assessment plan.

A "Notification of Referral--Parent Consent to Assessment Plan--Consideration for Special Education Services" forms (blank and completed) follow on the next four pages.

Project HAPI

Page 1 of 2

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Student ______________________________ Date sent ______________________________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (____EAS, ____SAT, ____E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ______________________________

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ______________________________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

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A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

> *I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.*

______________________________ ______________________

Parent/guardian signature *Date*

If you have any questions, please call: ______________________________ ______________________

Assessment team coordinator signature *Phone*

Please sign and return to:

____

____

____

Date returned: ______________________

☐ Copy provided to parents in primary language

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San Diego County 6-79

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Project HAPI **Page 1 of 2**

NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

FICTITIOUS

Student *Manuel Lopez* Date sent *8-15-77*

REASONS FOR REFERRAL: Your [✓ son]/daughter has been referred to the assessment team (X EAS, ___ SAT, ___ E&P) due to concerns about his/her current performance as described:

Low functioning for age. Speech and behavior patterns show developmental lag. Lacks fundamental vocabulary in English and Spanish. Uses gestures and physical contact rather than speech for most communication. Attention span is very short.

Possible program alternative(s): *Regular class with aide, resource room or self-contained special class.*

31b The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed *9-30-77*

Person Responsible	Assessment Tool	Description of Tool	Reason for Using
Lynn Jaurez, psychologist	*YEMR Performance Profile*	*Behavior in 10 areas is addressed by charting.*	*Determines individual development.*
Julie Mason, special education teacher	*Parent Survey*	*Inventory of development.*	*Parents respond about development.*
Phyllis Coyle, speech-language specialist	*Articulation Survey*	*Tests ability to produce speech sounds.*	*Identifies specific sound errors.*
	Language Acquisition Program	*Measures preverbal and verbal skills.*	*Determines intervention program.*
	Oral Motor Assessement	*Assesses gross and fine motor movement.*	*Determines developmental level of speech musculature and function.*

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San Diego County 6-79

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> *I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.*

______________________________ ______________________________

Parent/guardian signature *Date*

If you have any questions, please call: Julie Mason 493-4026

Assessment team coordinator signature *Phone*

31c

Please sign and return to:

Sally Jones

Lawton School

La Costa CA 98765

Date returned: ______________________________

☒ Copy provided to parents in primary language

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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STEP 5. PARENTAL NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN

The form(s) devised for parental notification of referral and assessment plan is the responsibility of the school district. Some districts prefer to use two notices--the first one notifying the parent that a referral has been made to plan assessment and the second one notifying the parent of the assessment plan. Other districts prefer to use one form to accomplish both purposes.

The federal and state laws require that such written notices shall be delivered to the parents.

The assessment process cannot proceed until written parental consent has been obtained. "If a parent requests additional time to consider the assessment plan, at least ten school days shall be given to the parent to arrive at a decision." [CAC 5, 3304 (d)]

Upon receipt of written parental consent to assess, the assessment team shall have completed within 35 school days:

1. The assessment.

2. Analyze assessment results.

3. Establish eligibility and needed services.

4. Schedule IEP meeting.

5. Write IEP.

6. Determine placement.

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STEP 6. RECORDING AND ANALYZING DATA USING THE ASSESSMENT ANALYSIS

The assessment analysis on the following page is a form on which to record and analyze test data. The format aids in the organization of assessment information and shows: 1) where strengths lie, 2) where needs exist, and 3) what the individual's current levels of function are.

Based on the information recorded on the assessment analysis form, the E&P committee can identify strategies and sources of instructional intervention for the later writing of the instructional activities. The assessment analysis makes it easier to determine goals and objectives when planning and writing the IEP. This analysis also provides the E&P committee with readily available results of the assessment; it can be attached to the IEP, thus eliminating duplication of the information on the IEP form, and has considerable value for the receiving teacher(s)/specialist(s) after programs and services have been determined.

The assessment analysis presents useful information for the E&P team, particularly the parents, in understanding the child's strengths and weaknesses. It is on this analysis that the degree of assessment validity which may have been attenuated should be documented if interpreter were used, or if materials and/or procedures were adapted in the assessment. An illustration of such an event might be when an assessment tool written in English and normed on an English speaking population is translated by an interpreter in Spanish to a Spanish speaking child.

A completed sample of the assessment analysis for (fictitious) Manuel Lopez demonstrates the use of this form on pages 35b and 35c.

Project HAPI

ASSESSMENT ANALYSIS

Name ____________________ B/D __________ CA ________ Grade __________ Date ______________ Examiner ____________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626–I/HAPI
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San Diego County 8 79

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ASSESSMENT ANALYSIS

FICTITIOUS

Name Manuel Lopez B/D 4-12-72 CA 5-10 Grade Primary Date 9-29-77 Examiner Julie Mason and Lynn Juarez

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
YEMR Performance Profile	Need areas: Fine motor (manipulative). Social behavior. Safety. Perceptual and intellectual development. Emotional behavior.	Motor development. Self-Help. Visual imitation good.	Communication skills: Does not use verbal expressions to express wants and needs; does not know names of common objects or associates labels (names) with the objects. Does not understand simple requests or commands consistently in English or Spanish. Understand of basic concepts is poor.	Develop signing system of communication on expressive and receptive level. Provide instruction in English and Spanish for father and mother. (LAP Program) Through language and motor training, provide experiences in basic concepts: in, out, on, under, wet, cold, hot, long, short, soft, hard, up, down, same, not same, different, etc.
Parent Information Survey	Interview with mother, father and grandmother.	Enjoys adult approval.	Does not accept changes in routine, relates inappropriately to peers and adults; tantrums; frustration level poor. Eye contact, attending, imitating, pointing skills inadequate.	Behavior management program to increase frustration level and develop more appropriate responses; encourage appropriate social play with peers; develop more positive image of self. Use LAP Program as basis for developing attending and responding skills, listening, language comprehension, following directions, and signing system.

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San Diego County 6 79

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ASSESSMENT ANALYSIS

FICTITIOUS

Name Manuel Lopez **B/D** 4-12-72 **CA** 5-10 **Grade** Primary **Date** 9-29-77 **Examiner** Julie Mason and Lynn Juarez

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.
Oral Motor Assessment (BCP Adaptation)		Blows, good breath control; tongue control; licking; sucks; chews adequately; performed all skills adequately.	None.	Encourage babbling and sounds during social play and sensori-motor activities.
Articulation Survey (BAG)	Could not adequately assess: Manuel would not imitate, sit through test situation; parents could not provide information.			Refer for future evaluation when Manuel acquires imitative and attending skills.

35c

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55

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CRITERIA FOR ELIGIBILITY FOR SERVICES TO THE SEVERELY HANDICAPPED (TMR/DCH)

Educational programs for the severely handicapped are described in the California Education Code 56302(g) as, "Programs for the severely handicapped serve pupils with profound disabilities and who require intensive instruction and training such as the developmentally disabled, trainably mentally retarded, autistic and seriously emotionally disturbed."

Proposed guidelines for Master Plan district in establishing criteria for services to the severely handicapped are described below:

"General Criteria

Individuals with exceptional needs are eligible for services to the severely handicapped when they demonstrate one of the following:

1. A severe delay in mental development and/or a severe physical handicap, but may be expected to benefit from special education programs or facilities.

2. A moderate delay in mental development, accompanied by deficits in adaptive behaviors, limited language usage, and retarded academic functioning.

3. A severe learning and/or behavior disorder which is associated with a neurological handicap or emotional disturbance and not attributable to severe delay in mental development.

   Severe disorders of communication and behavior in which the disability becomes manifest early in the developmental period and is characterized by pervasive impairment of cognitive/perceptual functioning, limited ability to understand or communicate, learn and participate in social relationships. Normal or superior abilities in specific areas may accompany overall depressed intellectual development.

4. A serious emotional disturbance and exhibits more than one of the following characteristics to a marked degree:

   a. Inability to learn which cannot be explained by intellectual, sensory, or health factors

   b. Inability to build or maintain satisfactory interpersonal relationships with peers and adults

   c. Inappropriate behavior or affect under normal circumstances

   d. A general pervasive mood of unhappiness or depression

   e. A profound disorder in communication and socially-responsive behavior."

For Non-Master Plan districts CAC 5, 3781(b) set forth the following criteria for eligibility for development centers for the handicapped:

> "The assessment to determine eligibility of an individual referred for admission to a development center shall include examinations given by a psychologist and a licensed physician as a part of the assessment process described in Section 3305 and 3006. The eligibility and planning team shall determine that the individual is severely physically and/or mentally handicapped and is determined by the team to be most appropriately placed in a development center, whose placement will not be inimical to the health and welfare of that individual or of other individuals in the program."

Non-Master Plan districts have eligibility criteria for TMR special education programs and services defined in the California Education Code 56505 and 56506:

> "MENTALLY RETARDED PUPILS: VERBAL AND NONVERBAL INTELLIGENCE TEST
>
> 56505. Before any pupil is admitted to a special education program for mentally retarded pupils established pursuant to this chapter or Article 14 (commencing with Section 1880) of Chapter 6 of Part 2 of Division 1 of Title 1, the pupil shall be given verbal or nonverbal individual intelligence tests in the primary home language in which the pupil is most fluent and has the best speaking ability and capacity to understand. Such tests shall be selected from a list approved by the State Board of Education.

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STANDARD MEASUREMENT OF ERROR; PSYCHOLOGICAL EXAMINATION; PRIMARY LANGUAGE OTHER THAN ENGLISH; CONFERENCE WITH PARENTS RE PLACEMENT; PERMISSION OF PARENT

56506. No pupil shall be placed in a special education class for the mentally retarded if he scores higher than two standard deviations below the norm, considering the standard error of measurement, on an individual intelligence test selected from a list approved by the State Board of Education except as provided in Section 56508.

No pupil shall be placed in a special education program for the mentally retarded when he is being tested in a language other than English if he scores higher than two standard deviations below the norm, considering the standard error of measurement, on the nonverbal intelligence test or on the nonverbal portion of an individual intelligence test which includes both verbal and nonverbal portions except as provided in Section 56508.

No pupil may be placed in a special education program for the mentally retarded unless a complete psychological examination by a credentialed school psychologist investigating such factors as developmental history, cultural background, and school achievement substantiates the retarded intellectual development indicated by the individual test scores. This examination shall include estimates of adaptive behavior. Until adaptive behavior scales are normed and approved by the State Board of Education, such adaptability testing shall include, but is not limited to, a visit, with the consent of the parent or guardian, to the pupil's home by the school psychologist or a person designated by the chief administrator of the district, upon the recommendation of the school psychologist, and interviews of members of the pupil's family at their home. If the language spoken in the home is other than English, such interviews shall be conducted in the language of the home.

In the case of a pupil whose primary home language is other than English, the psychological evaluation shall be conducted in the pupil's primary home language. It shall be administered by a credentialed school psychologist fluent in the language of the pupil."

Project HAPI

ASSESSMENT CONSIDERATIONS

1. Was assessment a planned team function?
2. Was more than one instrument used in assessment?
3. Was assessment adequate to identify problem(s)?
4. Was developmental and school history a part of assessment?
5. Was all pertinent data recorded and dated?
6. Were examiners competent in both oral and written skills of individual's primary language or mode of communication when those skills were necessary for conducting the assessment?
7. What areas (if any) need assessing, reassessing, or further assessing?
8. Were appropriate tools used to identify problems?
9. Were appropriate tools correctly scored, recorded and interpreted?
10. Has testing established student's:
    a. Learning rate
    b. Learning styles
    c. Learning approaches
    d. Present levels of function
11. Base goals and objectives on the results of tests. Consider:
    a. Student's rate of learning
    b. Appropriate learning modality
    c. Appropriate approach
    d. Where student is now
    e. Specific annual goals
    f. What student needs to do
    g. By what time
    h. Under what conditions
    i. As measured by who/what

    Short-term instructional objectives (f–i)

    j. Materials, equipment, strategies in terms of objectives
    k. Least restrictive environment
12. Has assessment established specific special education and related services needed?

Jean Chapman
Project Coordinator

STEP 7. DETERMINING GOALS AND OBJECTIVES

The IEP committee must determine goals and objectives for an individual. In those instances in which numerous areas of need are indicated, the most critical one(s) for development and growth must be identified and listed. From this list appropriate, annual goals can be devised and written on the IEP form.

A goal is a statement of general aims toward which the individual strives. It is broad in describing a particular skill. Goals provide a general tenor or frame of reference. They are not specific in terms of task or activity, are not time referenced, and do not identify proficiency levels.

Examples of goals are:

1. "Improve Auditory Discrimination"
2. "Develop Attending Skills"
3. "Improve Written Expression"

An objective, in contrast to a goal, is specific, telling the reader exactly what the individual is to do to accomplish the goal. An objectives describes:

1. The specific observable behavior (the task that is to be done).
2. Under what conditions the task shall be accomplished.
3. Within what time the task shall be achieved.
4. With what degree of accuracy and/or at what level of proficiency the task shall be accomplished.

An example of a short-term instructional objective for the goal (improve auditory discrimination) could be:

> "By June 1, 1979, student will show gain of at least 6 months on all auditory subtests of the Detroit Test of Learning Aptitude."

The IEP is concerned with the development of short-term instructional objectives which are written to an annual goal.

The goals and objectives are written at the same time, at least annually, by the IEP committee. At least one short-term instructional objective, and frequently more, is written for each goal. The number of objectives will be determined by the breadth of the goal and needs of the individual. The person responsible for establishing an instructional objective and the date it is established are recorded with each objective. If an established goal and/or objective needs to be altered, this revision must be accomplished by the IEP committee according to federal and state laws.

The IEP may well be the single most important provision of PL 94-142, since it is the written IEP which ultimately determines whether or not the education for an individual is indeed "appropriate" and "adequate."

The IEP committee, after having identified the strengths, needs, learning styles and learning rates of the individual, and, after having selected critical areas(s) for intervention, is charged with describing, in writing, the services to be delivered as well as the anticipated goals and objectives for the individual. The IEP must be written in the primary language of the parent(s)/guardian(s) using ordinary, understandable wording.

The "List of Educational Skills and Behaviors" on pages 45-49 are offered as guides in the selection of goals and objectives.

LIST OF EDUCATIONAL SKILLS AND BEHAVIORS

This list, which contains suggestions only and is open-ended, is intended as an aid in writing IEP goals and objectives.

I. Learning Style (the way in which a student learns)

A. Visual: reading, using printed material.
B. Visual: viewing visual aids (e.g., films, pictures, filmstrips, etc.).
C. Auditory: listening to discussions, tapes and records.
D. Motoric: doing--using manipulatives.
E. Multisensory: employing all sensory input.
F. Visual-motor: viewing and doing (e.g., writing, drawing and copying).
G. Delayed responses, requires lengthened time to respond to stimulus.
H. Abstract in approach (goes quickly to symbols and generalizations).
I. Analytic (requires point by point analysis).
J.
K.
L.

II. Learning Approach

A. Practical minded; sees usefulness of certain learnings.
B. Reflective; works best in quiet and independent study.
C. Succeeds with short increment tasks (short attention span).
D. Broad in coding, sorting ideas; uses a few broad categories for classifying and storing information.
E. Precise in coding; uses fine distinctions and many precise categories.
F. Efficient in retrieval skills.
G. Flexible in ideas; adapts easily to suggestions and processes new information.
H. Rigid in ideas; tends to be dogmatic.
I. Analytic in outlook.
J. Global in outlook; quickly formulates broad overview.
K. Works best in group with thoughtful leader.
L. Imaginative: utilizes hypothesizing and "brainstorming" effectively.
M. Persevering: works at long-term assignments.

N. Responsive to intrinsic rewards; learns for fun and curiosity.

O. Delayed responses: requires lengthened time to respond to stimulus.

P. Responds to concrete reinforcers.

Q.

R.

S.

III. Academic

A. Reading

1. Emphasize decoding skills. Emphasize basic phonetic concepts.
2. Teach more advanced decoding skills (e.g., syllabication, suffixes and prefixes).
3. Expand sight vocabulary.
4. Emphasize comprehension skills.
5. Work on study techniques (skimming, finding key words, etc.).
6. Increase reading speed.
7. Encourage independent reading for enjoyment.
8. Dictionary skills.
9.
10.
11.

B. Spelling

1. Structure and teach handwriting: manuscript_____ cursive_____.
2. Teach writing of words with phonetic spelling.
3. Teach writing of nonphonetic words.
4. Teach ways of adding suffixes, prefixes.
5. Teach skills of "chunking."
6.
7.
8.

C. Independent Writing

1. Teach phrase writing.
2. Teach sentence structure.
3. Teach paragraph structure.
4. Teach structure and organization for factual writing.
5. Teach creative writing.
6.
7.
8.

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D. Mathematics
  1. Concentrate on basic math facts.
     _____addition _____subtraction
     _____multiplication _____division
     _____fractions _____decimals _____percentages
  2. Work on transition from use of concrete objects as aid to working math problem.
  3. Teach method of setting up math problem from a narrative. (Combine with reading skills.)
  4. Emphasize practical aspects of math skills (e.g., budgeting, banking).
  5.
  6.
  7.
E. Auditory Skills
  1. Improve auditory attention and focusing skills.
  2. Improve auditory discrimination and sequencing skills.
  3. Improve auditory memory skills.
  4. Teach child to structure and to organize what he hears.
  5. Improve ability to follow oral directions.
  6.
  7.
  8.
F. Visual Skills
  1. Improve visual discrimination and sequencing skills.
  2. Improve visual memory skills.
  3.
  4.
  5.

IV. Psychomotor Skills
  A. Provide gross-motor skill training.
  B. Provide training in body coordination.
  C. Improve eye-hand coordination.
  D. Improve concepts of laterality and directionality.
  E. Improve spatial concepts--body, concrete and abstract.
  F.
  G.
  H.

V. Oral Language: General Communication Skills
  A. Provide structured oral language activities.
  B. Work on expansion of vocabulary.
  C. Reduce errors of syntax and grammar.
  D. Provide assistance in structuring and organizing thoughts.

E. Improve slurred enunciations.

F. Build basic concepts.

G. Refer to language/speech/hearing specialist.

H.

I.

J.

VI. Prevocational/Vocational Skills

A. Provide experiences to encourage self-directed activities/occupation.

B. Improve ability to initiate tasks, play, activities, etc.

C. Provide practical experience (e.g., in running errands, setting table, doing routine chores).

D. Provide experiences that lead to remunerative work.

E. Provide experiences in using leisure time profitably.

F. Provide a program to increase efficiency in following system or program of work.

G. Provide experiences to discuss current events, general news, sports, etc. with some continuity.

H. Provide experiences and skills in money transactions.

I. Provide opportunities to promote/engage in civic activities, etc.

J.

K.

L.

VII. Social Adaptation/Emotional Development

A. Improve relationships with peers.

B. Develop techniques to aid in impulse control.

C. Develop independence.

D. Develop self-confidence.

E. Develop awareness and acceptance of own limitations.

F. Improve stability after a crisis.

G. Modify verbal aggressions which lead to negative reactions.

H. Improve ability to distinguish between acceptable and nonacceptable techniques of manipulating people.

I. Develop ability to accept criticisms as necessary to improvement.

J. Develop ability to accept consequences of one's acts.

K. Develop ability to participate in activity with another child (or children).

L. Improve ability to forget grudges and forgive others.

M.

N.

O.

VIII. Self-Help Skills

A. Build concepts of appropriate response to hazardous situations.

B. Build skills for independent self-care (e.g., toileting, dressing, eating, bathing, grooming, etc.).

C. Provide experiences to develop ability to move about environment independently (e.g., room, yard, neighborhood, town, distant places, etc.).

D. Develop ability to use telephone.

E. Build skills in caring for own health.

F. Develop skills to assume personal responsibility, stressing judgment and foresight.

G. Improve ability to handle money expenditures.

H. Improve social skills (e.g., sharing, performing for others, etc.).

I.

J.

K.

STEP 8. SELECTION OF INTERVENTION MATERIALS

A wide variety of current commercial materials containing logical increments of development for implementing the goals and objectives in the IEP are available. A matrix describing such materials is found in part III of this handbook. The special education teacher/specialist must necessarily select and adapt those materials, and devise functional techniques and strategies which will ultimately determine whether or not the education is "appropriate" and "adequate" for each individual student.

To select instructional materials, programs and strategies prudently requires that judgments be based on assessment data related directly to the goals and objectives of the IEP. The Assessment Analysis form provides a guide for choosing these instructional resource possibilities.

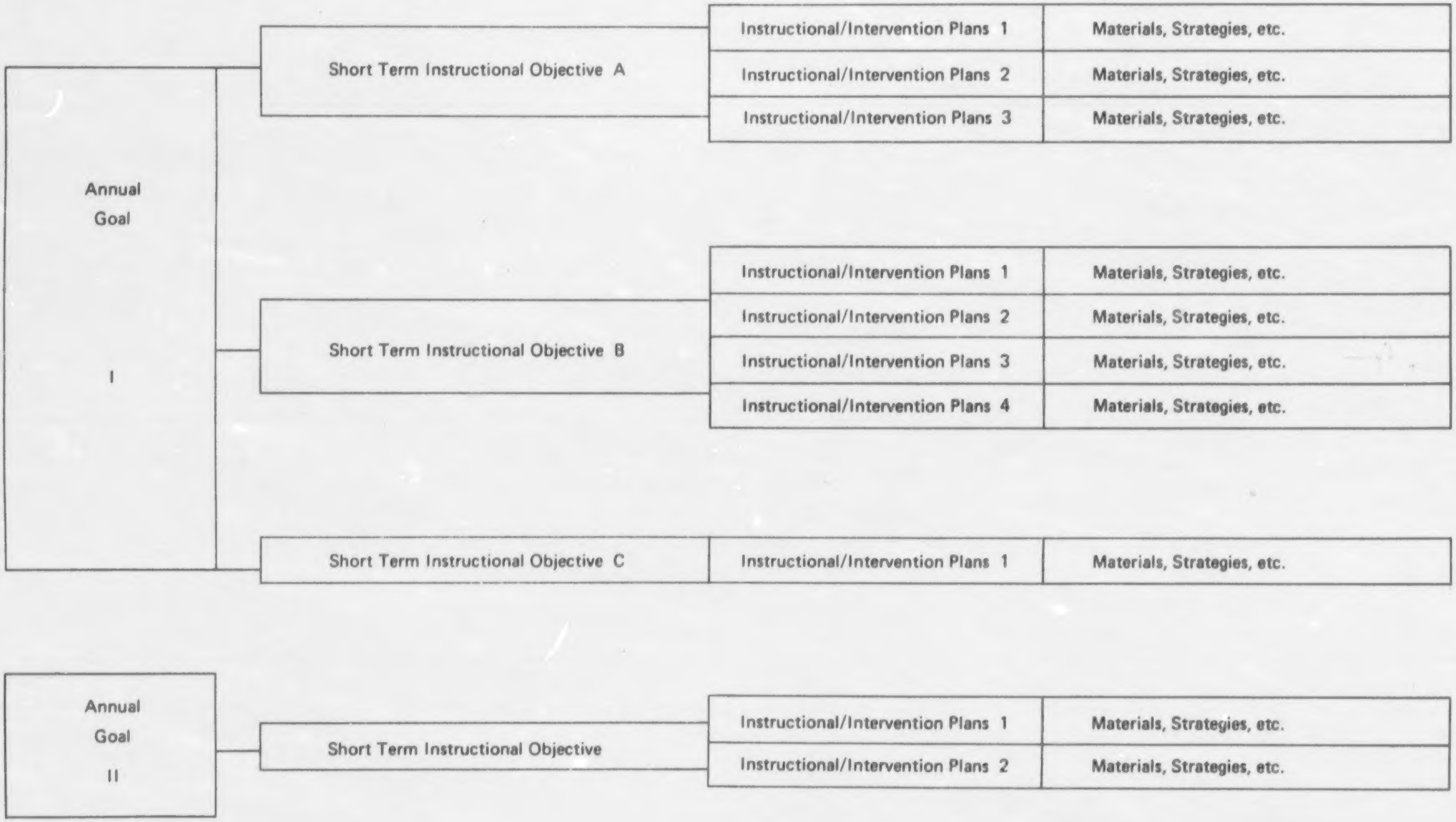
Special education teachers/specialists of the individual are charged with developing and periodically reviewing the activities for each individual. This implies a documentation of intervention strategies and media needed to accomplish the goals and objectives written on the IEP. To aid in such planning the matrix in part III of this handbook lists commercial intervention materials. Following the matrix, a section containing a collection of unpublished instructional techniques and materials is included.

Periodic informal reviews with parents monitoring student progress and achievement should occur and be documented. The diagram on the following page illustrates, in a schematic fashion, the relationship between goals and objectives and the relationship between the IEP and the planned intervention by the person responsible for establishing and implementing the goals and objectives.

A SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES

Individualized Education Program
Planned and written, at least annually,
in E&P committee

Instructional and Intervention Plans
Planned and written at intervals by responsible teacher/
specialist. Committee and approval not required.



Annual Goal I
Short Term Instructional Objective A
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Short Term Instructional Objective B
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.
Instructional/Intervention Plans 3
Materials, Strategies, etc.
Instructional/Intervention Plans 4
Materials, Strategies, etc.
Short Term Instructional Objective C
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Annual Goal II
Short Term Instructional Objective
Instructional/Intervention Plans 1
Materials, Strategies, etc.
Instructional/Intervention Plans 2
Materials, Strategies, etc.

STEP 9. THE E&P COMMITTEE MEETING

The coordinator of the assessment team will have assigned duties in establishing timelines, planning and documenting assessment, coordinating team responsibilities and scheduling the E&P meeting as determined by the local educational agency. Procedures differ in Master and Non-Master Plans but must comply with federal and state laws.

Federal and state laws have given parents the right to participate in the development of the IEP as decision makers on an equal basis with every other assessment team member. This right means that the IEP is not written prior to the meeting but it does not prevent members from have written suggestions ready. Where assessment has resulted in confusing or inconclusive data, or when previous school records are unavailable, it is appropriate to schedule more than one meeting to develop the IEP, including all required participants. Such a meeting was indicated for the fictitious students, Manuel Lopez. The goals of such a meeting to which the parents are invited to participate, are:

1. To summarize the outcomes of assessment.
2. To define specific learning needs.
3. To consider eligibility criteria based on state regulations.
4. To determine time and place for the team meeting to write the IEP and determine eligibility.
5. To prepare and deliver parental notification of the IEP committee.

When a meeting as described above occurs, a written report of the meeting should be delivered to the parents. Such a report form, one blank and one completed, for Manuel Lopez, can be found on the following pages.

The writing of the IEP is the task of a multidisciplinary team, which includes the parent and certain required team members (see appendix B). This meeting is for the express purpose of writing the IEP for a student entering or continuing in special education based on assessment outcomes. Certain decisions must be made:

1. Define present levels of function.

2. Establish eligibility for special education services

3. Determine and state annual goals based on assessment data.

4. Determine placement options based on placement procedures specific to Master Plan or Non-Master Plan districts.

5. Decide appropriate placement, related services, the extent to which a student will participate in regular education and what support/ancillary services may be needed.

6. Develop short-term instructional objectives for each annual goal.

7. Obtain written parental consent for placement.

In the event a student does not require special education services, a statement of disposition is prepared by the team. This statement sets forth the reason for the team's decision and forwards it to the referral source.

Finally, arrangements are made to place the student as determined by the team. These arrangements could include transportation, preparation of receiving teacher and class members; and, where appropriate, a gradual phase-in plan to assist the student in making the transition to new placement.

The assessment committee, whether SAT, EAS or E&P, to insure effective and efficient functioning at the IEP committee, needs to establish specific procedures for committee functioning. This could include the preparation of an agenda, appointing one team member to act as recorder to actually complete the writing of the IEP at the meeting, and determining the team member to chair the meeting to keep it on target.

The completed IEP for the fictitious Manuel Lopez can be found on page 61. In this case, the specific special education to be provided was a self-contained class for the severely handicapped, specifically TMR. In the event that a special education related service was required (i.e., speech therapy) the person responsible for establishing the goals and objectives for that service would be included on the IEP. All goals, regardless of the person or source responsible for implementation, appear on one IEP. At no time does one child have more than one IEP.

Additional model IEP's for the severely handicapped--trainable mentally retarded/ development centers for handicapped--appear in appendix A.

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m. / p.m. located at ______________
(date) *(time)* *(place)*

for the reasons listed below:

1. Proposed action: ______________________

2. Reasons for proposal: ______________________

3. Options considered: ______________________

4. Reasons for rejection of options: ______________________

5. Assessment procedures used: ______________________

6. Records considered: ______________________

7. Other factors: ______________________

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Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE – Project Coordinator
CANARY – Agency File
PINK – Originator

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________________ Address ______________________________

Relationship to student ______________________________ ______________________________

Name ______________________________ Address ______________________________

Relationship to student ______________________________ ______________________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________________ ______________________________

Parent/guardian signature *Date*

______________________________ ______________________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

Form 628 – I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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CANARY – Agency File
PINK – Originator

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

FICTITIOUS

Date *October 1,1977* Name *Manuel Lopez*

School *Lawton* Grade *Primary*

Dear *Mr. and Mrs. Alvarado Lopez* :

A request has been received by the Eligibility and Planning Team (E&P) to meet on

October 5, 1977 (date) at *2:30* (time) XXXX p.m. located at *Lawton School -- Conference Room* (place)

for the reasons listed below:

1. Proposed action: *To meet and determine program and services in special education for Manuel and to develop an individualized education program.*

2. Reasons for proposal: *Based on the assessment data and review of findings by the evaluation team, specific special education is indicated for Manuel.*

3. Options considered: *Self-contained class for the severely handicapped--trainable mentally retarded.*

4. Reasons for rejection of options: *Manuel's current needs indicate the most appropriate placement is with the special class at this time.*

5. Assessment procedures used: *Procedures used were those listed on the assessment plan for which you gave consent.*

6. Records considered: *Information from parents, observation of Manuel's function in the kindergarten class, and assessment and screening results.*

7. Other factors: *Considered for appropriate and effective educational planning for Manuel included the need for Spanish translator and parent training in behavior management.*

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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PINK – Originator

Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

I/we, the parent(s)/guardian(s) of the above student WILL ____ WILL NOT ____ attend the meeting.

______________________ ______________________

Parent/guardian signature *Date*

______________________ ______________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

Miss Julie Mason
Lawton School, La Costa CA 98765

Thank you.

Julie Mason

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

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CANARY – Agency File
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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

_____a. Student name
_____b. Birthdate
_____c. Chronological age
_____d. Personal identifier
_____e. Sex
_____f. Number previous years enrolled in school
_____g. Date of initial enrollment in special education
_____h. Grade
_____i. Date of meeting
_____j. Parents
_____k. Phone
_____l. Address
_____m. Native language of pupil, and
_____n. How determined
_____o. Native language of home
_____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

_____a. Communication/language
_____b. Academics
_____c. Social adaptation/emotional development
_____d. Prevocational/vocational skills
_____e. Self-help skills
_____f. Learning Style (Modality)
_____g. Learning approach
_____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

_____4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

  _____a. Document person responsible for implementing (not mandated but recommended).

  _____b. Date objective established.

_____5. Rationale for placement (statements require specificity and must reflect all areas of need).

  _____a. Functional description describes educational need(s) in understandable language.

  _____b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.

  _____c. Related services to be provided describes additional services required to fulfill goals and objectives.

  _____d. Special material/equipment to be provided by school district to meet goals and objectives.

  _____e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.

  _____f. Rationale for least restrictive environment gives reason for recommended placement.

_____6. Establish (for this IEP implementation) specific:

  _____a. Teacher
  _____b. School
  _____c. Special program
  _____d. Date of initial enrollment in special education.
  _____e. Project date of placement (note exception).
  _____f. Anticipated date of placement.
  _____g. Career/vocational education program
  _____h. Extent of regular class placement (percent of time on weekly basis).
  _____i. Physical education program

_____7. Secondary level graduation requirements.
_____8. Determination of extended school year services (specificity need).
_____9. Participating IEP committee members (in attendance) signature and date, document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.
_____10. Written parental consent to placement as specified documented.
_____11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.
_____12. IEP is legible in entirety.

Form 633-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

77

Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Manuel Lopez* BD *4-12-72* CA *5-10*

Personal Identifier *Brown hair, brown eyes, has birth mark on left-hand.* Sex *Male*

Teacher *Julie Mason* No. Yrs. Enrolled in School *0* Grade *Primary*

School *Lawton* Special Program *Severely Handicapped/Trainable Mentally Retarded*

Date of Initial Enrollment in Special Education *10-6-77* *Projected Date of Placement *10-6-77* Anticipated Duration of Placement *One year.*

Career/Vocation Education Program *Independent living skills.*

Extent of Regular Class Placement *0* % P.E. Program *Remedial.*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Pulls on others to express needs and wants. Responds to simple commands in Spanish. Says some English-Spanish words.*

Academics: *Has poor basic concept formation.*

Social Adaptation/Emotional Development: *Very shy; plays with toys appropriately. Enjoys simple games.*

Psychomotor: *Well coordinated. Performs gross motor skills adequately. Poor fine motor skills.*

Prevocational/Vocational Skills: *Living skills needed (feeding skills).*

Self-Help Skills: *Dresses self.*

Learning Style (Modality): *Visual learner. Learns by modeling.*

Learning Approach (e.g., reflective, persistent, etc.): *Imitates quickly. Learns by experiencing and doing. Likes to please.*

Health Status: *Good. Frequent colds. Vision and hearing screening normal.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No delay in placement. However, 10 day delay in providing aide for translation into Spanish due to disrict's inability to contract aide sooner.

Date of Meeting *October 5, 1977*

Parents *Mr. and Mrs. Alvarado E. Lopez* Phone *281-6609*

Address *14508 Twin Buttes Circle, La Costa CA 98765*

Native Language of Pupil *Spanish/English* How Determined *Parent report.*

Native Language of Home *Spanish/English* School District of Residence *La Costa*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Low functioning young child. Immature behavior and speech patterns. Needs working English vocabulary, receptive and expressive. Should learn simple listening skills, follow simple directions, learn names of common objects in English. Improve fine motor skill and visual memory.*

Specific special education to be provided:

Full-time enrollment in SH/TMR class.

Related services to be provided: *Parent training with behavior management program. Spanish resource teacher to assist teacher/parents.*

Special material/equipment to be provided: *Eating materials and proper food for teaching eating skills. Translation of all training procedures and program information into Spanish.*

Provision(s) for possible transition into regular classroom program: *Manuel will eat lunch with kindergarten class one day per week. When Manuel completes SH/TMR curriculum for Lawton School primary class, he will be considered for an alteration of placement.*

Rationale for Least Restrictive Environment: *Manuel will be in a small class with 1-to-3 ratio to remediate weaknesses in communication, academics and prevocational skills.*

Form 831-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
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WHITE—Project Coordinator
CANARY—Agency File
PINK—Originator

Student *Manuel Lopez* *FICTITIOUS* **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members XX sign below:	Date
Mr. Alvarado Lopez Parent/designee signature	10-5-77
Mrs. Alvarado Lopez Parent/designee signature	10/5/77
Student signature	
Dr. Sarah Smith Special education administrator/designee signature	10/5/77
Miss Sally Jones Regular education teacher signature	10-5-77
D. Lynn Juarez *School psychologist signature	10-5-77
Phyllis Coyle *Language, speech, and hearing specialist signature	10/5/77
Joyce Hersin School nurse signature	10-5-77
XX Miss Julie Mason Special education teacher signature	10/5/77
Juan Montalez Interpreter signature	10-5-77
Other signature (specify)	
Other signature (specify)	

*Has evaluated pupil

XXIndicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Graduation based on completion of TMR curriculum for high school students in La Costa School District.

Determination of extended school year services (CAC 3306(e)):

Extended year services are indicated for Manuel during the six week summer session in July and August 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:
Special class placement for the severely handicapped in a trainable mentally retarded program.
Specified Special Education Placement

Mr. Alvarado Lopez Parent/designee signature	10-5-77 Date
Mrs. Alvarado Lopez Parent/designee signature	10/5/77 Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mr. Alvarado Lopez Parent/designee signature	10-5-77 Date
Mrs. Alvarado Lopez Parent/designee signature	10/5/77 Date

Form 831-1/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Draft No. 7: 5-23-79
Project HAPI

Student *Manuel Lopez FICTITIOUS*

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Follow directions in English.	A. By June 1978, Manuel will follow at least five simple directions in English 100% of the time. Person responsible Julie Mason Date established 9-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Identify/label common objects.	A. By June 1978, Manuel will label 10 out of 15 common objects correctly pairing sign with English vocalization. Person responsible Julie Mason Date established 9-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Improve fine motor skills.	A. By June 1978, Manuel will perform two tasks of fine motor development without assistance five-out-of-five times. Person responsible Julie Mason Date established 9-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
IV. Improve visual memory.	A. By June 1978, Manuel will demonstrate visual memory for three objects three-out-of-five times. Person responsible Julie Mason Date established 9-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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STEP 10. IMPLEMENTING THE IEP

The IEP shall be implemented as soon as possible but no later than 20 school days after written parental consent to placement has been obtained. No IEP can be implemented without written parental consent to placement. An exception to this 20 day time requirement, where an appropriate placement cannot be made within this time, the reason for the delay and a projected date for placement shall have been stated in the IEP.

Each school district is charged with making the school climate receptive to the child. Ongoing measurement of progress is imperative. As changes take place they should be measured or observed and recorded. To make effective program decisions, progress should be monitored frequently and changes should be made whenever it is evident that student progress differs from the anticipated rate. Written district policies and procedures provide for the personnel responsible for and the manner in which the implementation is followed and monitored. These procedures include the process for a teacher to follow in obtaining a special review of the appropriateness of a child's placement.

In the event a student transfers into a district from another district in which he had special education placement or services, the administrator may place the child in a comparable placement for 30 days, even without complete documentation. However, before this period has expired the placement must be reviewed by the assessment team and a final recommendation shall be made according to law.

An example of a pupil's written intervention and activities plan, based on the IEP goals and objectives for Manuel Lopez, demonstrates one way in which implementation can be documented, and is included on the following pages.

Project HAPI: 7-1-79

INTERVENTION AND ACTIVITIES PLAN

FICTITIOUS

Page 1 of 2

Student *Manuel Lopez* BD *4-12-72* CA *5-9* School *Lawton* Teacher *J. Mason* Date enrolled *9-3-77* Date *10-5-77*

Person responsible *J. Mason* Learning style *Visual, Experiential.* Learning approach *Imitates quickly; likes to please.*

Annual Goals	Short-Term Instructional Objectives	Pupil Activites	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
I.	*A.*	1. *Given 15 training sessions, Manuel will demonstrate understanding of five commands spoken in English five-out-of-five times.*	*Structure lessons with peer model.* *Utilize behavior shaping/reinforcement strategies.* *Pair Spanish words with English words for commands: stand, sit down, come, stop, go. Gradually (by 10th training session) drop Spanish word. Use total communication approach. Use Monterey Language Program, teaching imitative behavior.*	Date ________ Achieved ________ Reviewed ________ Revised ________ Parent Informed
II.	*A.*	1. *Given 20 successive training sessions, Manuel will imitate 10 motor acts 50% of the time on request "copy me" given in English.*	*Repeat above procedures. Use mirror for visual reinforcement of desired behavior.* *Use music/songs--Manuel watches leader's actions--copies.* *Use rondo's rhythms to encourage spontaneous actions on Manuel's part for others to copy.*	
II.	*A.*	2. *In 16 weeks Manuel will point to 10 objects 100% of the time, given English name for object.*	*Prepare checklist of Spanish words known by Manuel. Pair all words for objects known by Manuel in Spanish with the English word. Present only the English word for those items Manuel has no Spanish label for. Gradually drop Spanish word, using English word only. Responses to "Touch _____," "Show me _____."*	
II.	*A.*	3. *In 14 weeks Manuel will sign/vocalize five labels for five common objects in English.*	*Make picture book of objects with English word-sign-object. Send to parent. Practice signing, saying English words daily.*	
II.	*A.*	4. *In 18 weeks Manuel will sign/vocalize for 10 common objects in English.*	*Structure training sessions 15 minutes per day with peer model.* *Use shaping and reinforcement strategies. Use rondo and rhymes to encourage vocalization. Repeat rondo in Spanish, fading to English only. Shape response to questions: "What's this?" "What's its name?"*	

These plans are developed by person designated responsible for establishing objectives. Such plans are not developed by the E&P committee and do not require parental approval.

Project HAPI: 7-1-79 Student *Manuel Lopez FICTITIOUS* Page *2* of *2*

Annual Goals	Short-Term Instructional Objectives	Pupil Activities	Intervention Materials/Activities	Monitoring/Reviewing of Objectives
III.	*A.*	*1. Given 10 successive training sessions, Manuel will place six medium beads on vertical spindle with assistance five-out-of-five times.*	*Task analyze motions needed to perform skill. Provide physical assistance when needed to perform whole task. Fade physical assistance; apply strategies of Try Another Way approach.*	Date ________ Achieved ________ Reviewed ________ Revised ________ Parent Informed
	A.	*2. Given 20 successive training sessions, Manuel will place six medium beads on vertical spindle with no assistance five-out-of-five times.*	*Use primary reinforcer at end of task if necessary.* *Use large beads with large spindle. Begin training procedure with medium beads when Manuel places six large beads independently five consecutive times. Use Ideal or Playschool beads, string with long prong (stiff part of string used to thread bead onto string). Move to small beads and short string task when Manuel meets criterion using medium beads.*	
		3. Given 10 successive training sessions, Manuel will thread six small beads on string independently three-out-of-five times.		
		4. Given 15 training sessions. . .five-out-of-five times.		
IV.	*A.*	*1. Given 10 lessons Manuel will identify object missing 100% of the time.*	*Structure experiences for understanding concept--missing, group lessons.* *Place learners in circle. Chant round--missing, missing, gone, gone, gone. Who is missing?; Who is gone?*	
		2. Given 20 lessons, two objects, Manuel will identify object missing correctly 100% of the time.	*Remove learner from circle. Remaining learners--name learner missing. Point to missing learner's chair. Say/sign not here--gone, missing. Remove child with others, learner watching at first. Begin to dim lights. Remove child in dark. Ask, "Who's missing?"*	
		3. Given 30 lessons, three objects, Manuel will identify object missing 50% of the time.	*Individual training. Structure one training session per day. Ten (10) trials per session. Manuel must read criterion before going to next objective. Use reinforcement techniques. Place one item in front of learner. Say/sign, "look." Point to object. Count to five. Remove object quickly behind back. Say/sign, "What's missing?"* *When learner reaches criterion move to two objects, repeat.* *Record all responses per trial period.*	

STEP 11. REVIEW OF THE IEP

The IEP must be reviewed at least annually or sooner if requested by a parent or a teacher, or if a pupil's placement or programming is to be changed or terminated (CAC 5 3307). A full assessment is not required for a review. However, such an assessment is mandated at least every three years that a student remains in a special education placement.

A review is necessary to determine if a pupil's progress is reasonable, and for making decisions about modifying services, program or placement changes. Annual goals and objectives must be based on what the student can do currently, what the overall development needs to be and how the pupil should be able to function at the end of the education program. To accomplish this, a new IEP is written in committee for a period of no longer than a year. The E&P committee reviewing the IEP always includes the parent and school personnel as appropriate according to federal laws and to state regulations pertaining to Master and Non-Master Plan districts.

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Becky Maize* BD *2-19-61* CA *16-7*

Personal Identifier *SS #: 832-41-6069* Sex *Female*

Teacher *Mrs. Mary Neal, Home Room* No. Yrs. Enrolled in School *8* Grade *Prevocational Level*

School *Bayeon Training Center* Special Program *Trainably Mentally Retarded/ Severely Handicapped*

Date of Initial Enrollment in Special Education *9-69* *Projected Date of Placement *9-3-77* Anticipated Duration of Placement *1977-78*

Career/Vocation Education Program *Special Class Curriculum*

Extent of Regular Class Placement *0* % P.E. Program *Adaptive PE*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Expresses self in two/three word phrases; listens well.*

Academics: *Demonstrates good concept development; can read most survival words.*

Social Adaptation/Emotional Development: *Uses verbally abusive language when angry or upset.*

Psychomotor: *Is not well coordinated.*

Prevocational/Vocational Skills: *Has many prevocational skills; needs expansion of skills.*

Self-Help Skills: *Manages all self-care skills independently.*

Learning Style (Modality): *Auditory and visual modalities.*

Learning Approach (e.g., reflective, persistent, etc.) *Excellent recall of auditory and visual information; enjoys rhythms.*

Health Status: *General health good.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay*

Date of Meeting *September 3, 1977*

Parents *Mr. and Mrs. Arnold Porter* Phone *841-1011*

Address *3469 Mountain View Road*

Native Language of Pupil *English* How Determined *Parent Report*

Native Language of Home *English* School District of Residence *Orange USD*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Severe language delay. Functions at six-year level. Lacks appropriate patterns of behavior. Gross motor skills are delayed.*

Specific special education to be provided: *Special class for trainable mentally retarded with instruction based on developmental approach.*

Related services to be provided: *Adaptive P.E. Speech-language therapy. Counseling for Becky and parents by district's guidance services.*

Special material/equipment to be provided: *MEST Kit.*

Provision(s) for possible transition into regular classroom program: *Current program is appropriate for Becky's needs. Transition into regular classroom activities is dependent on her ability to control outbursts of abusive language (curses) and physical behaviors.*

Rationale for Least Restrictive Environment: *The special program at Bayeon Training Center provides an environment for Becky to relate more effectively with others and offers the structure for improving self-control and behavior management.*

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Student *Becky Maize* *FICTITIOUS* **Page 2 of 3**

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Participating IEP committee members ^xx^ sign below: Date

Mrs Arnold Porter 9-3-77
Parent/designee signature

Parent/designee signature

Student signature

9-3-77
Special education administrator/designee signature

Regular education teacher signature

XX 9-3-77
*School psychologist signature

9/3/77
*Language, speech, and hearing specialist signature

9-3-77
School nurse signature

9/3/77
Special education teacher signature

Interpreter signature

9-3-77
Other signature (specify) *ADAPTIVE PE TEACHER*

Other signature (specify)

*Has evaluated pupil

^xx^Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

A certificate of participation will be granted per board of education policy relating to graduation requirements for the severely handicapped.

Determination of extended school year services (CAC 3306(e)):

Extended school services are indicated for Becky during the seven week summer session 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Class for Severely Handicapped -- TMR
Specified Special Education Placement

Mrs Arnold Porter 9-3-77
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mrs Arnold Porter 9-3-77
Parent/designee signature Date

Parent/designee signature Date

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Student Becky Maize FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. *Increase length of verbal utterances.*	A. *By June 1978, Becky will respond to simple questions using four to six word sentences/phrases 75% of the time.* Person responsible *Loran Smith* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. *Develop appropriate behaviors to express anger.*	A. *By June 1978, Becky will use appropriate speech when angry or upset 75% of the time as shown by charting.* Person responsible *May O'Day* *Mary Neal* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. *Improve gross motor skills.*	A. *By June 1978, Becky will perform four motor skills with no assistance 80% of the time.* Person responsible *May O'Day* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
IV.	A. *By June 1978, Becky will demonstrate skills necessary to complete wash independently.* Person responsible *Mary Neal* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsibile Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	Person responsible Date established	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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APPENDIX A

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INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Page 1 of 4

Student Ronald Jones BD 6-13-59 CA 18-3
Personal Identifier SS #: 8069-03-4691 Sex Male
Teacher Martin Stein No. Yrs. Enrolled in School 10 Grade Young Adult
School Lincoln DCH Special Program Severely Handicapped/Developmental Class for Handicapped.
Date of Initial Enrollment in Special Education 9-67 *Projected Date of Placement 9-3-77 Anticipated Duration of Placement 1977-78
Career/Vocation Education Program Development of self-care skills.
Extent of Regular Class Placement 0 % P.E. Program Regular PE at center.

Date of Meeting September 1, 1977
Parents Mr. Peter R. Jones Phone 230-2296
Address #16 Blakely Avenue
Native Language of Pupil English How Determined Admission information.
Native Language of Home English School District of Residence Lincoln USD

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Makes some sounds consistently for certain wants and needs. Signs, but not spontaneously.

Academics: Has some concept development: in, on, out, under, same, not same. Follows simple directions given verbally.

Social Adaptation/Emotional Development: Enjoys school and company of peers.

Psychomotor: Poor balance, spatial awareness, gross motor coordination.

Prevocational/Vocational Skills: Has no vocational skills.

Self-Help Skills: Can feed, dress and toilet self with assistance. Cannot bathe adequately.

Learning Style (Modality): Responds best to multisensory approach.

Learning Approach (e.g., reflective, persistent, etc.): Good listening skills; good receptive language.

Health Status: No health problems.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

RATIONALE FOR PLACEMENT

Functional description of handicap: Profound developmental delay in all areas of behavior. Nonverbal. Uses gestures and sounds for communication. Physical mobility and balance poor.

Specific special education to be provided: Specific instruction for the severely handicapped in the development center for young adults.

Related services to be provided: Occupational therapy by CCS through an interagency agreement. Mobility training.

Special material/equipment to be provided: Tactile cue on walls and floor.

Provision(s) for possible transition into regular classroom program: Ronald currently is physically unable to function in a regular classroom program, but contingent on progress may be able to participate with a nonhandicapped peer in a tutorial situation at the center.

Rationale for Least Restrictive Environment: Ronald's severe need for a communication system and improved skills of mobility preclude a lesser restrictive environment. Current program can provide instruction of basic self-care skills.

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Student *Ronald Jones* *FICTITIOUS*

Page 2 of *4*

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Participating IEP committee members ^{xx} sign below:	Date
Peter Jones Parent/designee signature	9-1-77
Parent/designee signature	
Student signature	
XX Ella Schmidt *Supervising Head Teacher* Special education administrator/designee signature	9-1-77
Regular education teacher signature	
*School psychologist signature	
Mona Storm *Language, speech, and hearing specialist signature	9-1-77
School nurse signature	
Martin Stein Special education teacher signature	9/1/77
Interpreter signature	
Robert Shoolsom Other signature (specify) *Mobility Trainer*	9-1-77
Helen Curley Other signature (specify) *CCS Representative*	9/1/77

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Diploma of participation will be granted at age 21 as set forth in Lincoln Unified School District Board of Education's policy pertaining to requirements for the severely handicapped.

Determination of extended school year services (CAC 3306(e)):

Ronald will be afforded the opportunity to participate during the extended year program in July and August 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Severely Handicapped/Developmental Class for Handicapped
Specified Special Education Placement

Peter Jones Parent/designee signature	9-1-77 Date
Parent/designee signature	Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Peter Jones Parent/designee signature	9-1-77 Date
Parent/designee signature	Date

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Student *Ronald Jones* FICTITIOUS

Page 3 of 4

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. *Sign spontaneously his wants and needs.*	A. *By June 1978, Ronald will spontaneously sign for food 75% of the time.* Person responsible *Martin Stein* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. *By June 1978, Ronald will sign and vocalize responses using noun and verb 50% of the time.* Person responsible *Martin Stein* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. *Develop skills in caring for own body.*	A. *By June 1978, Ronald will bathe self independently 75% of the time.* Person responsible *Martin Stein* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. *Develop skills of household usefulness.*	A. *By June 1978, Ronald will make a salad independently, 100% of the time.* Person responsible *Martin Stein* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. *By June 1978, Ronald will put bottom fitted sheet and top flat sheet on bed independently 100% of the time.* Person responsibile *Martin Stein* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
IV. *Improve cane usage skills.*	A. *By June 1978, Ronald will use cane to walk around school without physical or auditory cue 75% of the time.* Person responsible *R. Shovolston* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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Student *Ronald Jones* *FICTITIOUS*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
V. *Improve spatial awareness and gross motor skills.*	A. *By June 1978, Ronald will perform three motor skills without assistance 50% of the time.* Person responsible *R. Shovolston* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

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FICTITIOUS

Student *Laura Childs* BD *3-4-74* CA *3.8*

Personal Identifier *School #: 84-96-LAC* Sex *Female*

Teacher *Ann Tryer* No. Yrs. Enrolled in School *0* Grade *Preschool*

School *Waynewright* Special Program *Severely Handicapped-Developmental Class for Handicapped*

Date of Initial Enrollment in Special Education *2-27-77* *Projected Date of Placement *3-4-77* Anticipated Duration of Placement *One year.*

Career/Vocation Education Program *Self-help skills.*

Extent of Regular Class Placement *0* % P.E. Program *Special Class - PE Program*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Understands some spoken words. Communicates with others by pulling; makes some sounds in vocal play.*

Academics: *Not able to assess at this time.*

Social Adaptation/Emotional Development: *Plays with others well, is shy with adults.*

Psychomotor: *Body awareness, balance, gross motor integration poor.*

Prevocational/Vocational Skills: *Relate to self-help skills at this time.*

Self-Help Skills: *Requires much assistance in all tasks.*

Learning Style (Modality): *Visual-motor learner.*

Learning Approach (e.g., reflective, persistent, etc.) *Responds to praise/primary reinforcers; good attending skills.*

Health Status: *Good.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *February 27, 1977*

Parents *Mr. and Mrs. B. E. Childs* Phone *484-0134*

Address *3241 North Loop Street, Toopoor CA 98765*

Native Language of Pupil *English* How Determined *Parent interview.*

Native Language of Home *English* School District of Residence *Toopoor USD*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Profound developmentally delayed in all areas of function.*

Specific special education to be provided: *Self-contained special class for developmentally handicapped with specific instruction to develop language, motor skills and self-help skills.*

Related services to be provided: *Transportation.*

Special material/equipment to be provided: *0. YR Program materials.*

Provision(s) for possible transition into regular classroom program: *Current function suggests Laura may be able to participate at the center with a nonhandicapped student tutor as adjustment to school is made.*

Rationale for Least Restrictive Environment: *Laura demonstrates severe developmental delays exhibiting needs which can best be met at this time in the development center program.*

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Student *Laura Childs* *FICTITIOUS* **Page 2 of 3**

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Participating IEP committee members ^{XX} sign below: Date

Mrs. B. E. Childs 2/27/77
Parent/designee signature

Parent/designee signature

Student signature

XX Jane T. Iler *Supervision Head Teacher* 2-27 77
Special education administrator/designee signature

Regular education teacher signature

Yone Storm 2-27-77
*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

Ann Fryer 2-27-77
Special education teacher signature

Interpreter signature

Connie Bridges 2/27/77
Other signature (specify) *NURSE PRACTITIONER*

Other signature (specify)

*Has evaluated pupil

^{XX}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

No requirements for preschool participants.

Determination of extended school year services (CAC 3306(e)):

Intersession will provide extended year services in this year-round school for Laura.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Severely Handicapped--Developmental Class for Handicapped
Specified Special Education Placement

Mrs. B. E. Childs 2/27/77
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mrs. B. E. Childs 2/27/77
Parent/designee signature Date

Parent/designee signature Date

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Student *Laura Childs* *FICTITIOUS*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Develop expressive/receptive vocabulary.	*A. By February 1978, Laura will demonstrate signing vocabulary of nouns and verbs signing with 50% accuracy.* Person responsible *A. Tryer* Date established *2-27-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Improve body awareness and gross motor development.	*A. By February 1978, Laura will demonstrate awareness of body parts by identifying seven-out-of-ten parts correctly.* Person responsible *A. Tryer* Date established *2-27-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By February 1978, Laura will demonstrate equilibrium reactions in three basic positions 50% of the time. Person responsible *A. Tryer* Date established *2-27-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Develop toileting skills.	*A. By February 1978, Laura will demonstrate ability to use toilet appropriately when placed 75% of the time.* Person responsible *A. Tryer* Date established *2-27-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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Project HAPI

APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Student *Tommy B. Myers* BD *6-2-60* CA *17-3*
Personal Identifier *SS #: 849-30-985* Sex *Male*
Teacher *S.E. Bests* No. Yrs. Enrolled in School *9* Grade *Vocational Training Center*
School *Delong Training Center* Special Program *Severely Handicapped*
Date of Initial Enrollment in Special Education *9-68* *Projected Date of Placement *9-3-77* Anticipated Duration of Placement *One year*
Career/Vocation Education Program *Special education class.*
Extent of Regular Class Placement *0* % P.E. Program *Regular PE at Center*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Has adequate verbal communication system.*

Academics: *Demonstrates understanding of many basic concepts.*

Social Adaptation/Emotional Development: *Gets along well with adults and peers.*

Psychomotor: *Is somewhat awkward in gross motor movements; fine motor skills are very good.*

Prevocational/Vocational Skills: *Can remain at a task for appropriate time; accepts direction.*

Self-Help Skills: *Can manage all self-care needs.*

Learning Style (Modality): *Auditory kinesthetic.*

Learning Approach (e.g., reflective, persistent, etc.) *Follows verbal direction. Enjoys being busy working. Does not need constant reinforcement. Enjoys praise, recognition from others.*

Health Status:
Good.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *August 26, 1977*
Parents *Mr. and Mrs. John Byers* Phone *783-9686*
Address *3899 Crestview Lane, Bayside CA 99876*
Native Language of Pupil *English* How Determined *Interview*
Native Language of Home *English* School District of Residence *Bayside School District*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Low functioning. Has no functional reading, writing or math skills beyond a readiness level. Lacks basic concepts of size, height, money, and signals.*

Specific special education to be provided: *Vocational training for the severely handicapped with emphasis on prevocational/vocational training in semisupervised surroundings.*

Related services to be provided: *Transportation.*

Special material/equipment to be provided: *Cash register; Dollar and Sense Kit.*

Provision(s) for possible transition into regular classroom program:

Transition to regular class work/study program at Bayside High School is contingent upon Tommy's developing adequate independent skills.

Rationale for Least Restrictive Environment: *Program services at the vocational training center in a semisheltered situation are indicated at this time.*

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Student *Tommy B. Myers* FICTITIOUS **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members XX sign below:	Date
Alice Meyers Parent/designee signature	8-26-77
John Meyers Parent/designee signature	8-26-77
Student signature	
George Seller Special education administrator/designee signature	8-26-77
Regular education teacher signature	
Mona Stom *School psychologist signature	8/26/77
*Language, speech, and hearing specialist signature	
Connie Bridges School nurse signature	8-26-77
XX M. Valdez Special education teacher signature	8/26/77
Interpreter signature	
Other signature (specify)	
Other signature (specify)	

Secondary level graduation requirements (CAC 3306(s)):

Certificate of participation in vocational center training as set forth in board of education policy A-37 for handicapped students.

Determination of extended school year services (CAC 3306(e)):

Summer school session will be provided for seven weeks in July and August 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Severely Handicapped
Specified Special Education Placement

Alice Meyers Parent/designee signature	8-26-77 Date
John Meyers Parent/designee signature	8-26-77 Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Alice Meyers Parent/designee signature	8-26-77 Date
John Meyers Parent/designee signature	8-26-77 Date

*Has evaluated pupil

XXIndicates designated team coordinator

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Student *Tommy B. Myers* *FICTITIOUS*

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Develop pre-vocational sorting skills.	*A. By June 1978, Tommy will develop sorting skills sufficient to sort six sizes of nuts and bolts by size correctly 100% of the time.* Person responsible *M. Valdez* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Develop skills in assembling simple tasks.	*A. By June 1978, Tommy will develop assembly skills sufficient to sort six sizes of nuts, placing appropriate nut on bolt, tightening it, without assistance 100% of the time.* Person responsible *M. Valdez* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Develop skills in using money.	*A. By January 1978, Tommy shall select a quarter, dime, nickel and penny with 80% accuracy.* Person responsible *S. E. Best* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1978, Tommy shall associate the appropriate cent's value with a quarter, dime, nickel and penny with 90% accuracy. Person responsible *S. E. Best* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Page 1 of 4

Student *Marvella Kidder* BD *7-12-69* CA *8.6*

Personal Identifier *Blond hair; blue eyes.* Sex *Female*

Teacher *Justin R. Long* No. Yrs. Enrolled in School *2* Grade *Primary*

School *Potter Development Center* Special Program *Development Class for Handicapped*

Date of Initial Enrollment in Special Education *9-75* *Projected Date of Placement *9-16-77* Anticipated Duration of Placement *One year.*

Career/Vocation Education Program *Prevocational Skills Program*

Extent of Regular Class Placement *0* % P.E. Program *Adaptive/Remedial*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Some verbal speech, somewhat difficult to comprehend. Pairs with sign approximations; good receptive vocabulary.*

Academics: *Development below prereadiness level.*

Social Adaptation/Emotional Development: *Enjoys being around others.*

Psychomotor: *Sensory integration problems of balance, fine and gross motor coordination, reflex integration.*

Prevocational/Vocational Skills: *Learning to dress self.*

Self-Help Skills: *Has adequate use of cup and spoon. Washes hands with assistance; assists in dressing; feeds self finger foods.*

Learning Style (Modality): *Visual/auditory learner.*

Learning Approach (e.g., reflective, persistent, etc.) *Enjoys being with people. Excellent receptive comprehension of language. Enjoys praise and approval.*

Health Status: *Good.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *September 11, 1977*

Parents *Paula O. Kidder* Phone *239-6844*

Address *2204 Maple Drive, Ocean View CA 98765*

Native Language of Pupil *English* How Determined *Parent report.*

Native Language of Home *English* School District of Residence *Ocean View Unified*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Developmental delay in speech and language in expressive and receptive areas. Needs expansion of language skills; needs prespeech. Poor integration of body sides; poor upper shoulder girdle strength. Inadequate skills in using spoon to feed self; unable to drink from cup independently.*

Specific special education to be provided: *Class at development center for handicapped.*

Related services to be provided: *Physical therapy for associative conditions of CP.*

Special material/equipment to be provided: *Standing tables with leg braces, wheelchair.*

Provision(s) for possible transition into regular classroom program: *NA - Reverse integration.*

Rationale for Least Restrictive Environment: *Marvella is functioning well in her placement. She meets requirements for class and is receiving instruction in areas of need. She works well in a one-to-one and group situation.*

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Student *Marvella Kidder* FICTITIOUS **Page 2 of 4**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^XX^ sign below: Date

Paula O. Kidder 9-11-77
Parent/designee signature

Deceased
Parent/designee signature

Student signature

Tom Wells *Supervising Head Teacher* 9-11-77
Special education administrator/designee signature

Regular education teacher signature

L. Phelps 9-11-77
*School psychologist signature

Carol Kane 9/11/77
*Language, speech, and hearing specialist signature

Sue Moore 9-11-77
School nurse signature

XX Dick Helms 9/11/77
Special education teacher signature

Interpreter signature

Dr. Sam York 9-11-77
Other signature (specify) LICENSED PHYSICIAN/SURGEON

Kay Lewis O.T. 9-11-77
Other signature (specify) CCS REPRESENTATIVE

*Has evaluated pupil

XX Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Certificate of participation on development center for handicapped.

Determination of extended school year services (CAC 3306(e)):

Will be provided during the July - August summer session 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Development Center for Handicapped
Specified Special Education Placement

Paula O. Kidder 9-11-77
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Paula O. Kidder 9-11-77
Parent/designee signature Date

Parent/designee signature Date

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Student *Marvella Kidder* FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
I. *Improve eating and drinking skills.*	Specify time, observable behavior, evaluation conditions, and evaluation criteria. A. *By June 1978, Marvella will drink from cup held in both hands independently 100% of the time.* Person responsible *Justin Long* Date established *9-11-77*	Date ______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. *By June 1978, Marvella will bring cuffed Dee-spoon to mouth with little assistance 50% of the time.* Person responsible *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. *By June 1978, Marvella will demonstrate improved control of tongue and mouth by chewing with mouth closed 75% of the time.* Person responsible *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. *Improve gross motor and reflex integration.*	A. *By June 1978, Marvella will independently move wheelchair a distance of 10 feet 100% of the time.* Person responsible *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. *By June 1978, Marvella will use arms together to propel scooter board forward a distance of 10 feet seven-out-of-ten trials.* Person responsibile *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. *By June 1978, Marvella will demonstrate improved reflex integration in (prone, supine, sitting and quadepal) positions 50% of the time.* Person responsible *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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Student *Marvella Kidder* *FICTITIOUS*

Page *4* of *4*

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
III. Expand language skills.	*A. By June 1978, Marvella will demonstrate 50% expanded receptive vocabulary of nouns, verbs and prepositions as measured by teacher assessment.* Person responsible *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1978, Marvella will imitate on request motor and vocal patterns with 50% accuracy. Person responsible *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. By June 1978, Marvella will manipulate tongue with 25% accuracy in prespeech tongue exercises. Person responsible *Justin Long* Date established *9-11-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPRENDIX B
SUMMARY OF CAC TITLE 5 REQUIREMENTS
COMPOSITION OF E&P AND/OR IEP COMMITTEE

Program	1 Special Ed. Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
All EH Programs	*Yes*	*Yes*	*Yes*	*Yes*	*Current information may be requested by E&P committee.*	*When appropriate*	*Yes*	*Autistic, yes. Other EH optional.*	*Yes, when not same as #2.*	*Optional*	*Optional*
MR	*Yes*	*Yes*	*Yes*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
PH Programs (a) Hearing Impaired	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*
(b) Blind	*Yes*	*Yes, when available*	*Optional*	*Optional*	*(Or optometrist) written report.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(c) Partially Seeing	*Yes*	*Yes, when available*	*Optional*	*Optional*	*(Or optometrist) written report.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(d) Orthopedic or Other Health Impaired	*Yes*	*Yes*	*Optional*	*Yes*	*(Or nurse practitioner) written report.*	*When Appropriate*	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*

*Parent may have representative such as M.D., psychologist, M.S.W., teacher, etc. provide information to the committee.
**Pupil may be below age of 18 years if sufficiently mature and intelligent to participate in IEP planning.
***Who has examined pupil.
****Other pupil service worker(s) who has/have conducted assessment(s) [CAC 5 3301(e)].

Program	1 Special Ed. Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
(e) Severe Disorders of Language Including Aphasia	*Yes*	*Yes*	*Optional*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Yes--if student has significant hearing loss.*	*Yes, for NES/LES competent in primary language.*
(f) Other Speech-Language Handicapped (Communication Disorders)	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*
(g) Other Physically Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(h) Multi-Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
Development Centers for Handicapped	*Yes/or supervising head teacher*	*One(s) most appropriate to needs*	*Yes/or #5/or nurse practitioner.*	*Yes*	*Yes/or #3/or nurse practitioner.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional & CCS representative if available*
Hearing Impaired and Visually Impaired (Deaf-Blind)	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*

PART II

ASSESSMENT

ASSESSMENT MATRIX A

Some of the determinations assigning appropriate areas of function for listed assessment tools are subjective, since it is difficult to isolate and designate categories other than in a somewhat general sense. Consequently, this matrix is designed to be used as a guide and the reader is encouraged to obtain further definitive information.

A blank matrix form is provided following the listed assessment tools for the inclusion of additional instruments that the reader may wish to record.

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Academic Skills Inventory		X		X			
Adaptive Behavior Scale: Public School Version		X		X		X	X
Ammon's Full Range Picture Vocabulary				X			
Articulation Survey				X			
BKR Project: Assessment Component		X	X	X	X	X	X
Baley Scales: Infant Development	X	X	X	X		X	X
Balthazar Scales of Adaptive Behavior I, II				X		X	X
Basic Living Skills Evaluation					X	X	X
Basic Motor Movement Assessment			X				
Basic Signing Vocabulary Inventory				X			
Behavior Rating Scale for Trainable Mentally Handicapped Children		X	X	X	X	X	X
Behavioral Characteristic Progression Charts							
Bender-Purdue Reflex Test			X				
Body Awareness Checklist	X			X			
Brigance Inventory of Basic Skills		X	X	X		X	X
Caine-Levine Social Competency Scale				X		X	X
Camelot Behavioral Checklist		X	X	X	X	X	X
Car Wash Skills Refinement Evaluation Sheet				X	X	X	X
Chicago Non-Verbal Examination		X	X	X		X	X
Child Observation Survey		X	X	X	X	X	X
Circle School Pre-School Scale		X	X	X		X	X

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Communicative Evaluation Chart				X			
Criterion Referenced Checklist	X	X	X	X	X	X	X
Curriculum Assessment Resources Evaluation in All Areas (CARE)	X	X	X	X	X	X	X
Denver Developmental Screening Test			X	X		X	X
Development of Education for Multi-Handicapped Infants: Assessment Scale		X	X	X		X	X
Developmental Assessment Screening Inventory (DASI)		X	X	X	X	X	X
Developmental Evaluation Chart		X	X	X	X	X	X
Developmental Profile		X	X	X		X	X
Developmental Speech Screening				X			
Down's Syndrome Performance Inventory		X	X	X		X	X
Dressing Skills Inventory	X		X	X	X	X	X
Early Childhood Assessment List	X	X	X	X	X	X	X
Early Childhood Education for Handicapped Children: Birth-3 Scale	X		X			X	X
Engleman Concept Inventory		X					
Fairview Behavior Evaluation Battery		X	X	X		X	X
Fine Motor Coordination Individual Record			X	X			
Griffith's Mental Development Scale		X	X	X		X	X
Gross Motor Coordination Individual Record			X				
Haptic Discrimination Survey		X	X	X	X	X	X
Individualized Diagnostic Teachers Guide for TMR	X	X	X	X	X	X	X
Instructional Based Appraisal System (IBAS)		X					

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help
Koontz Child Development Program		X	X	X		X	X
Learning Accomplishment Profile (LAP)		X	X	X		X	X
Leisure Arts/Recreation Goals Checklist					X	X	
Light Housekeeping Progress Report					X		
Memphis Comprehensive Developmental Scales	X	X	X	X		X	X
Money Skills Inventory (BAG)		X			X		
Motor Development Test 1 & 2			X				
Oral Motor Screening Survey			X	X			
Parent Information Sheet	X	X	X	X	X	X	X
Parent Participation Training Program Assessment System		X	X	X	X	X	X
Perceptual Survey Rating Scale		X					
Performance Objectives on Pre-School Children		X	X	X		X	X
Portage Guide to Early Education Checklist	X	X	X	X		X	X
Pre-Articulation Screening Survey				X			
Prescriptive Behavioral Checklist		X	X	X	X	X	X
Prescriptive Behavioral Checklist for Severely and Profoundly Retarded		X	X	X	X		
Pupil Developmental Progress Scale		X	X	X	X	X	X
Purdue Perceptual Motor Survey			X				
Quick Check Skills Inventory					X	X	X
RADEA Program (Assessment Component)	X	X	X	X		X	X
Reading Tree Vocational Inventory					X		

ASSESSMENT MATRIX A

ASSESSMENT TOOL	*Learning Style*	*Academics*	*Psychomotor*	*Language*	*Prevocational/ Vocational Skills*	*Social Adaptation*	*Self Help*
Receptive Language Survey				X			
Remedial Inventory One		X			X	X	X
Rimland Checklist		X	X	X		X	X
Safety/Survival Word Vocabulary Record		X		X	X	X	X
San Diego State Articulation Checklist				X			
San Juan Developmental Progression Chart			X	X			X
Sequential Testing and Educational Programming (STEP)	X	X	X	X			
Slosson Intelligence Scale		X	X	X	X	X	X
Spatial Orientation Individual Record			X				
System FORE		X	X	X	X	X	X
TARC: Topeka Association for Retarded Citizens		X	X	X	X	X	X
Teaching Research Motor Development Scale for Moderately and Severely Retarded Children				X			
Trainable Achievement Record: O'Beery		X		X			
Trainable Mentally Retarded Performance Profile		X	X	X	X	X	X
Trainable Mentally Retarded Swimming Skills			X				
Utah Test of Language Development				X			
Vineland Social Maturity Scale			X	X	X	X	X
Work Training Evaluation					X		
YEMR Performance Profile		X	X	X	X	X	X

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help

ASSESSMENT MATRIX A

ASSESSMENT TOOL	Learning Style	Academics	Psychomotor	Language	Prevocational/ Vocational Skills	Social Adaptation	Self Help

ASSESSMENT MATRIX B

The assessment tools in this matrix are the same as those listed in the preceding matrix and are arranged in the same order. It should be noted that some of the tests offer suggestions for procedures and materials for consideration in designing intervention.

For the purposes of this matrix criteria referenced instruments are reference tests and refer to those tools which are intended to measure a subject's development of particular skills and his personal levels of mastery. No comparison to peer population is considered in these reference tests.

Norm referenced tests, on the other hand, yield information concerning a subject's performance within a given population, emphasizing his relative standing as compared to that of his peers.

Additional matrix space is available following the author's compilation for recording information regarding the tools the reader may have added to Matrix A.

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Academic Skills Inventory	Assesses basic academic skills. Can be used as progress report.	Observation recording performance of learning during specific tasks.	Varies	All levels	X		HAPI Manual
Adaptive Behavior Scale: Public School Version	Assesses daily living skills, affective, cognitive areas.	Observation, interview, and forced choice questionnaire.	Varies	Ages 0-adult		X	American Association on Mental Deficiency
Ammon's Full Range Picture Vocabulary	Nonverbal test that uses pictures associated with vocabulary. Assesses verbal intelligence in nonverbal learners.	Pointing response established in learner.	Approx. 10 minutes	Mental ages 2.5-adult		X	Educational Test Specialist
Articulation Survey	Identifies specific articulation difficulties.	Repetition of words or identification of items using specific sounds.	Varies	Adaptable intermediate and up	X		HAPI Manual

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
BKR Project Assessment Component	Assesses 15 psychophysical areas of development.	Checklist by observation of learner.	Varies	Ages 0-adult	X		BKR Project Sunland Training Center
Baley Scales: Infant Development	Assesses developmental age and functioning in all basic areas.	Observation	Varies	All levels		X	The Psychological Corporation
Balthazar Scales of Adaptive Behavior I, II	Checklist of specific behaviors. Assesses competencies in language, cognitive growth, social and emotional development and self-help.	Observation and interview.	Adaptable	Ages birth and up		X	Consulting Psychologists Press, Inc.
Basic Living Skills Evaluation	Record of assessment and progress of basic living skills.	Observation of performance of skill.	Varies	Vocational Levels DCH	X		Grossmont Union School District

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Basic Motor Movements Assessment	Provides means to identify specific areas in which learner has motor problems.	Observation of child during structured task. Movement performance excellent for DCH use.	Varies	All levels	X		Motoric Aids to Perceptual Training C. M. Chaney N. C. Kephart
Basic Signing Vocabulary Inventory	Assesses basic sign language.	Observation of learner's performance of specified tasks.	Varies	All levels	X		HAPI Manual
Behavior Rating Scale for Trainable Mentally Handicapped Children	Assesses health, dressing and care of clothing, safety, manner, attitudes, social, housekeeping, counting, language item recognition, diversional activities (color recognition, scissor cutting, puzzles, etc.) Not complete, but good beginning point for an overall assessment to locate specific areas for more indepth assessment.	Observation of learner's performance of specified tasks	Varies	All levels	X		HAPI Manual

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Behavioral Characteristics Progression Charts	Provides sequential structure to assess all areas.	Observation and interview. Structured to assess all areas.	Varies	Ages birth to adult	X		Vort Corporation
Bender-Purdue Reflex Test	Assesses motor development and integration of central nervous system. A training manual is available. Test forms are separate. Drawings assist professionals and paraprofessionals.	Observation of learner; record responses using predetermined scoring system.	Varies	Varies	X		Academic Therapy Publications
Body Awareness Checklist	Assesses learner's ability to identify body parts.	Checklist.	Open	Adaptable	X		HAPI Handbook
Brigance Inventory of Basic Skills	Allows teacher to get overall look at learner's competence in basic skill areas. Student record book keeps progressive record of achievements.	Structured tasks. Requires some response by learner with paper, pencil, verbal or sign language, objectives for each task formulated. All materials collected. No manipulative material. Yearly evaluation color coded to show student progress.	Varies	Ages 5-12	X		Curriculum Associates

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Caine-Levine Social Competency Scales	A scale to estimate overall functioning and social competence of TMR learner; an excellent means to obtain information and input from parents.	Observation/interview/questionnaire.	Varies	Ages 0-adult		X	Consulting Psychologist Press, Inc.
Camelot Behavioral Checklist	Assesses daily living, self-help, and social behavior skills. Skill acquisition program bibliography lists sources of materials suited to teach the 399 behaviors indicated in checklist.	Observation of learner's performance of specified tasks.	Varies	All levels	X		Edmark Associates
Car Wash Skills Refinement Evaluation Sheet	Evaluates specific skills necessary for performing car wash skill.	Observation of skill performance.	Varies	Vocational	X		HAPI Manual
Chicago Non-Verbal Examination	Provides for minimal verbal output and pantomime directions. Not culture free test. Appropriate for learner's with a severe language problem.	Non-verbal responses, structured tasks, sample abilities. Psychological certification required.	Approx. 40-50 minutes, varies	Mental Age 6 and above		X	The Psychological Corporation

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Child Observation Survey	Assesses affective domain.	Observation of learner's performance of specified tasks.	Varies	All levels	X		HAPI Handbook
Circle Pre-School Scale	Assesses gross motor, fine motor, self-help, cognitive processes and language areas.	Checklist by Observation of learner.	Varies	Ages 0-adult	X		Edmark
Communicative Evaluative Chart	Identifies functioning language age.	Observation of child interview with parent structured tasks.	Varies	Adaptable to all levels 0-5 years	X		Educators Publishing Service, Inc.
Criterion Referenced checklist	Variety of check list designed for quick assessment of specific skill areas. All basic curriculum areas covered.	Structured tasks interview observation.	Adaptable	All levels	X		University of Denver Special Education Dept.

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Curriculum Assessment Resources Evaluation in all Areas (CARE)	Very comprehensive guide. Uses step by step procedure. Easy to follow. Provides curriculum objectives with task analysis instruction.	One to one - use of inventory identifies level of development.	Varies	Ages birth to adult	X		Los Angeles County Superintendent of Schools
Denver Developmental Screening Test	Overall developmental picture of infant; must be administered individually. Contains manual & workbooks in English and Spanish.	Observation, structuring of simple tasks. Interview - single sheet, easy to score. Test kits in Spanish and English.	Varies 30 minutes	Infants and pre-school learners		X	LADOCA, Project & Publishing
Development of Education for Multi-Handicapped Infants; Assessment Scale	Allows teacher to obtain information on composite basis in areas of cognition, motor, daily living, self-help, communication. Scale is composite of all items appearing on 13 assessments.	Checklist: some formal type testing (structuring of some tasks). Observation good for use with learners with more than one handicapping condition.	Varies	Ages 0-30 months	X		Education for Multi-handicapped
Developmental Assessment Screening Inventory (DASI)	Fifty-five items, can be administered non-verbally. Kit contains some materials, others are common to classroom and not included in kit.	Observation of performance on specific tasks	Open	Ages 6-60 months		X	Teaching Resources

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Developmental Evaluation Chart	Assesses gross and fine motor, communication, social/behavior areas. Structured Tasks.	Observation/Interview	Varies	Ages 0-Adult	X		HAPI Handbook
Developmental Profile	Yields developmental age in 5 areas (motor, communications, daily living, affective and cognitive domains). Manual of IQ scoring forms available.	Interview, observation; may need to structure some task to observe competence or deficits.	1 hour	Ages 0-pre-adolescence		X	Psychological Development Publications
Developmental Speech Screening	Identifies functional speech level.	Parent interview observation of structured task.	Varies	Adaptable 0-36 months	X		HAPI Handbook
Down's Syndrome Performance Inventory	Assesses developmental milestones in motor, social and cognitive areas.	Checklist by observation of learner.	Varies	All levels	X		Child Development and Mental Retardation Center

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Dressing Skills Inventory	Assesses dressing skills.	Observation of child performing task.	Varies	All levels	X		HAPI Handbook
Early Childhood Assessment List	Reference source for Assessment materials for young handicapped children.	Observation	Varies	Preschool	X		Northeast Regional Resource Center Region 9
Early Childhood Education for Handicapped Children: Birth - 3 scale	Presents developmental picture of infants and children.	Observation Interview	Varies	Preschool DCH		X	Houston Speech and Hearing Center
Engleman Concept Inventory	Formulated to indicate learners areas of weakness.	Some verbal structured task required.	Varies	All ages		X	Follett Concept Inventory

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Fairview Behavior Evaluation Battery	Developed at Fairview State Hospital. Assesses in basic skill areas. Development, self-help social, language, and problem behavior.	Observation and record by person or persons knowing the retarded individual well. Scored 0 or minimum of 3 points on each behavior adjectives; checklist, provides excellent baseline for behavior.	Varies	All levels	X		Fairview State Hospital
Fine Motor Coordination Individual Record	Assesses fine motor coordination.	Observation of child's performance of specified tasks.	Approx. 30 minutes	All levels	X		HAPI Handbook
Griffith's Mental Development Scale	Assesses in ages 0-2 years locomotor, personal, social, hearing and speech, eye and hand coordination and performance.	Observation	Open	Mental Ages 0-2 years 3-8 years		X	Association for Research in Infants and Child Development
Gross Motor Coordination Individual Record	Assesses basic gross motor skills.	Observation of child's performance of specified tasks.	Varies	All levels	X		HAPI Handbook

Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Haptic Discrimination Survey	Discrimination of learner's sensations and body awareness.	Observations	Varies	Ages 0-Adult	X		HAPI Handbook
Individualized Diagnostic Teachers Guide for TMR	A diagnostic profile designed specifically for TMR learners. Provides data for school facilitators to write individualized learning programs from objectives data yield.	Structured tasks observation interview	Varies	All levels	X		Alameda County School Department
Instructional Based Appraisal System (IBAS)	Complete comprehensive management and planning program. Assesses and places students with appropriate behavioral objectives. Program includes three volumes of objectives from Objectives Cluster Bank. Vol I. Mildly Handicapped Vol II. Severely, Profoundly Handicapped Vol III. Career Education	Observance of performance on structured tasks	Open	Adoptable	X		Edmark
Koontz Child Development Program	Assesses the very young or developmentally young child. Excellent source for setting up criterion referenced tasks. Strategies are indicated after needs have been assessed. Motor, communication, daily living, affective, cognitive areas are assessable.	Observation of learner in play, living or structured situation; interviewing parents; some structured task situations; Checklist forms are needed.	Open	Ages 0-48 months Developmentally DCH		X	Western Psychological Services

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Learning Accomplishment Profile (LAP)	Teacher can quickly and easily measure learner's existing skills and identify areas for future program concentration. Motor, communication, daily living, affective and cognitive domains are assessable.	Task must be structured or skills observed in performance. Situations teacher para-professional can assess easily.	Open	Ages 0-5 Chronicle Age		X	Kaplan School Supply Corp.
Leisure Arts/ Recreation Goals Checklist	Checklist of sequential skills of leisure time and recreation.	Observation of performance of skills.	Varies	Vocational levels adaptable	X		Grossmont Union School District
Light Housekeeping Progress Report	Gross task analysis. Checklist for housekeeping.	Checklist & date	Varies	Adult	X		HAPI Handbook
Memphis Comprehensive Developmental Scale	Three-Step System of developmental-educational evaluation and educational program for pre-school level. Three steps for evaluation and implementing teaching-learning process. Complete education plan.	Observation structured tasks parental or significant others.	Varies	Preschool		X	Project Memphis Fearon Publishers

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Money Skills Inventory from BAG	Means of reporting and evaluating identification and counting of currency.	Structured task performances	Varies	Vocational levels	X		Kern County Public Schools
Motor Development Test 1 & 2	Checklist for gross motor, fine motor, and visual discrimination	Observation of performance - alone, on cue, & in response to command	Variable	All levels	X		HAPI Handbook
Oral Motor Screening Survey	Assesses gross & fine movements of mouth.	Observation of learner's performance of specified tasks.	Varies	All levels	X		HAPI Handbook
Parent Information Sheet	Assesses all developmental answer areas.	Parents answer questions about learner's developmental pattern.	Varies	Ages 0-Adult	X		HAPI Handbook

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Parent Participation Training Program Assessment System	Gross task analysis of skills in several areas; Housekeeping, Sexuality, Independent Living, Personal Power, Pre-Vocational, Vocational.	Charted observation.	Varies	Upper	X		Humboldt County Schools & work attributes in HAPI Handbook
Perceptual Survey Rating Scale	Checklist & date for walking board & jumping, identification of body parts, imitation of movement, obstacle course, drawing shapes.	Organized, structured tasks.	Varies	All levels	X		HAPI Handbook
Performance Objectives on Pre-School Children	Means of informal assessment in specific skill areas of cognition, language and speech, self-care, social skills. Gross and fine motor skills. Recommended for TMR learners.	Observation, structured task and student verbal and written response.	Varies	Mental Age 0-6		X	Adapt Press
Portage Guide to Early Education Checklist	Excellent quick assessment for the very young or severly developmentally delayed	Check list of behaviors.	Open	Mental Age 0-5 DCH	X		Cooperative Educational Service Agency #12

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Pre-Articulation Survey (BAG)	Identifies pre-articulation skills.	Observation of specific task performance.	Approx. 30 minutes	All levels	X		Behavioral Assessment Guide Kern County Public Schools
Prescriptive Behavioral Checklist	Series of checklists and applicable tasks analyses. Checklist cover major developmental areas of communication, self-help, etc.	Diagnostic checklist. Observation and/or structured task test specially designed for profoundly retarded.	Variable	Ages 0-3 years developmental range	X		Research Press
Prescriptive Behavioral Checklist for the Severely and Profoundly Retarded	Book of checklists to be used with 0-3 developmental age. Areas: motor, attending, auditory, physical imitation, object discrimination, other.	Observation structured criterion activities	Adaptable	All levels	X		Edmark
Pupil Developmental Progress Scale: Level I, II, III.	Assesses skills learner has and which specific skills are needed in each area to formulate behavioral objectives and plan instructional programs.	Checklist for teachers -- card system of instruction for skill development.	Varies	Ages 0-Adult		X	Monterey County Special Education Department

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Purdue Perceptual Motor Survey	Yields an indication of a child's perceptual motor development. Useful to assess gross and fine motor development.	Observation and scoring of learners performance of structured motor tasks.	Varies Approx. 30-40 minutes	Mental Age 1 to 4 years		X	Charles E. Merri Publishing Company
Quick Check Skills Inventory	Provides structured organizational for assessing basic skills.	Organized structured tasks and observation.	Varies	Vocational	X		John Sattler Pacific Beach Occupational Training Center
RADEA Program, (Assessment Component)	Training program with built in assessment component.	Observation of performance on specific tasks interview	Adaptable	Mental Age 0-7 years		X	Melton Book Company
Reading Tree Vocational Interest Inventory	Non Reading Vocational Preference Test. For use with mentally retarded persons. Can be fully adapted with TMR learners.	Inventory	Varies	Older learners		X	Edmark Associates

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Receptive Language Survey	Screening device for assessing receptive language.	Repetition of words or identification of items using specific sounds.	Varies	All levels	X		HAPI Handbook
Remedial Inventory One	Assesses more of the pre-academic skills, concepts; daily living and cognitive.	Structured task: record responses.	Approx. 45 minutes	Intermediate - Up	X		Elwyn Institute
Rimland Checklist	Provides a numerical basis for classifying autistic/ non-autistic children.	Informant gives information	Variable	All levels	X		Rimland Institute
Safety/Survival Word Vocabulary Record	List of words student need to know.	Simple checklist	Varies	Ages 0-Adult	X		HAPI Handbook

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
San Diego State Articulation Checklist	Identifies specific articulation difficulties.	Repetition of words or identification of items using specific sounds.	Varies	Adaptable intermediate - up	X		Kern County Public Schools
San Juan Developmental Progression Chart	Tracts student in the following areas; sensory, gross and fine motor language, social, and self-help	Checklist and comments	Varies	Ages 0-Adult	X		San Juan Unified
Sequential Testing and Educational Programming	Assesses and plans program for child in the following areas: auditory, visual, speech, gross and fine motor.	Checklist of characteristic similar to Behavior Progression Chart	Varies	Birth - up	X		Academic Press
Slosson Intelligence Scale	Based on the Hemms used in the Binet. Correlates with WISC and Binet. Measures the total I.Q.	Some structured tasks, and verbal responses required, brief study and or training necessary.	15-20 minutes	Mental Age 2-Adult		X	Slosson Educational Publications

Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Spatial Orientation Individual Record	Assesses learner's spatial orientation.	Observation of child's performance of specified tasks.	Approx. 30 minutes	All levels	X		HAPI Handbook
System FORE	Assessment strategies for individual or group in all areas, excellent assessment of TMR-EMR, including pre-vocational, vocational.	Administer individually or in small groups (2-3). Forms, for observation and recording.	Open	Ages 0-Adult	X		FOREWORKS
TARC: Topeka Association for Retarded Citizens	A behavioral checklist to assess specific competencies in language-communications, cognition, daily living, motor and affective areas. Contains checklist and objects from simple to complex.	Criterion checklist; some structuring of tasks is necessary.	Varies	Ages 0-Adult	X		Edmark Association
Teaching Research Motor Development Scale for Moderately and Severely Retarded Children	Modification of Lincoln Oseretsky Motor Development Scale	Observation of structured task	Varies	All levels		X	Charles C. Thomas

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	*Function*	*Response Format/ Administration*	*Time*	*Age/Grade Level*	*Referenced*		*Source**
					Criteria	*Norm*	
Trainable Achievement Record: O'Berry	Assesses all basic concept and skills.	Structured tasks record performance data.	Varies	All levels		X	Resources for Retarded
Trainable Mentally Retarded Performance Profile	Provides teachers with an objective and accurate method of using daily observations of learner. Individual performance is measured against specific developmental items as defined on 0-4 rating scale.	Observation and/or interview.	Varies	All levels	X		Educational Performance Associates
Trainable Mentally Retarded Swimming Skills Chart	Checklist of swimming skills.	Observation of performance of skills.	Varies	All levels	X		Grossmont Union School District
Utah Test of Language Development	Tests language development	Observation of test response (Speech therapist evaluation item)	Varies	All levels		X	Communication Research Associates

**Source: See Appendix for vendor's address*

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	
Vineland Social Maturity Scale	Checklist, social maturity.	Observation checklist. Can be answered by teachers, parents, or other adult.	Varies	Ages 0-Adult		X	American Guidance Service
Work Training Evaluation	Means of reporting and evaluating work habits attitudes and basic work skills.	Observation	Varies	All levels	X		HAPI Handbook
Y.E.M.R. Performance Profile	Assesses individual behavior in 10 areas; Social, Self-Help, Safety, Communication, Motor Skills, Manipulative skills, Perceptual and Intellectual, Academics Imagination and Creative Expression, Emotional Behavior.	Observation charted responses. Comparative chart for five-year tracking.	Varies	Primary	X		Educational Performance Associates

*Source: See Appendix for vendor's address

ASSESSMENT MATRIX B

Assessment Tool	Function	Response Format/ Administration	Time	Age/Grade Level	Referenced		Source*
					Criteria	Norm	

*Source: See Appendix for vendor's address

ASSESSMENT TOOLS:
Unpublished/Informal

Unpublished and informal tests which have been an aid to special education teachers/specialists for the purposes of writing IEP's, IIP's and preparing for annual reviews are included in this section. These tools provide a realistic approach to the problems faced by teachers/specialists in schools where there is a limited selection of tests. The reader will find that many of the tests included are useful guides in promoting awareness of select strengths and needs which may require further testing or more in-depth intervention.

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ACADEMIC SKILLS INVENTORY

Name____________________________Birthdate________________________

Date________________Examiner________________________________

Scoring Key:

NA - 0 - No Attempt - Cannot perform
LS - 1 - Little Success - Can but needs more instruction
S - 2 - Successfully demonstrates skill adequate performance

Print or Write	0	1	2
1. Print First Name			
2. Print Last Name			
3. Print Street Number			
4. Print Street Name			
5. Print City			
6. Print State (Calif.)			
7. Print (Capitals) A-G			
8. H-N			
9. O-T			
10. V-Z			
Print (Capitals)			
11. JAN-APR.			
12. MAY-AUG.			
13. SEPT-DEC.			
14. Print MON-TUES-WED.			
15. TH-FRI.			
16. SAT-SUN.			
17. Write First Name			
18. Write Last Name			
19. Print/Write Letter			
20. Address an Envelope			

Advanced Skills	0	1	2
1. Count Objects 1-4			
2. 5-8			
3. 9-12			
4. Count Out 5 Pennies			
5. 10 Pennies			
6. (5) Pennies =			
7. (10) Pennies =			
8. (2) Nickles =			
9. (2) Dimes (1) Nickle=			
10. (2) Quarters =			
11. (4) Quarters =			
12. (2) Half Dollars=			
Calendar			
13. Find Any Month			
14. Find Any Day/Week			
15. Find Any Date 1-31			
Phone			
16. Dial Your Phone No.			
17. Dial Any Phone No.			
Time			
18. Tell Time by Hours			
19. Tell Time Half Hr.			
20. Tell Time Minutes			
21. Print 1-4			
22. 5-8			
23. 9-12			

	Date	1	2	Date	1	2	Date	1	2	Date	1	2
AROUND												
BEHIND												
OVER												
UNDER												
AFTER												
BEFORE												
BETWEEN												
IN												
OUT												
UP												
DOWN												
SLOW												
FAST												
LOW												
HIGH												
COLD												
HOT												
ROUGH												
SMOOTH												
SOFT												
HARD												
SHARP												
DULL												
QUIET												
LOUD												
ON												
OFF												
TOP												
BOTTOM												
ABOVE												
BELOW												

Verbal	0	1	2
1. This is - Red			
2. Yellow			
3. Orange			
4. Green			
5. Blue			
6. White			
7. Black			
8. Purple			
9. This is Number 1-4			
10. 5-8			
11. 9-12			
12. 50			
13. 100			
14. 500			
15. 1000			
Use Letters to:			
16. Spell Your First Name			
17. Spell Your Last Name			
18. This is a: Circle			
19. Square			
20. Triangle			
21. Rectangle			
22. Oval			
23. This is a: Penny			
24. Nickle			
25. Dime			
26. Quarter			
27. Half Dollar			
28. Dollar			

Date: Raw Score

TA'S

Memorize	0	1	2
1. Count: 1 - 12			
2. 13 - 20			
3. 21 - 30			
4. 31 - 40			
5. 41 - 50			
6. 100 - 112			
7. Spell Your First Name			
8. Spell Your Last Name			
9. Say the Alphabet A-G			
10. H-N			
11. O-T			
12. U-Z			
13. Say Days/Wk: M-T-W			
14. Th-F			
15. Sat.-Sun.			
Say Months/Yr. in			
16. Order: Jan-Apr.			
17. May-Aug.			
18. Sept-Dec.			
19. Say Your Phone No.			
20. Say Your Address:			
21. City			
22. State (Calif.)			
23. Parent's Name			
24. Say Your Age ( )			

Date: Raw Score

TA'S

Source: Peter Pitard
Al Uher
Grossmont Unified School District

ARTICULATION SURVEY

Name______________________________Birthdate____________________________

Date__________________Examiner____

Key: + Can perform skill
- Has some skill: needs more instruction
0 Cannot perform skill

		Comments
1.0 Says all short vowels		
2.0 Says M in isolation		
2.1 Says M in initial position with short vowels in nonsense syllables		
2.2 Says M in initial position with long vowels in nonsense syllables		
2.3 Says B, P in isolation		
2.4 Says B, P in initial position in consonant-vowel nonsense syllables		
2.5 Says M, B, P in initial position in one-syllable words		
2.6 Says M, B, P in final position in vowel-consonant nonsense syllables		
2.7 Says M, B, P in final position in one-syllable words		
2.8 Says M, B, P in medial position in vowel (consonant vowel nonsense syllables)		
2.9 Says M. B. P in medial position in two-syllable words		
3.0 Produces H. W, Wh in isolation		
3.1 Says H, W, Wh in initial position in consonant-vowel nonsense syllables		
3.2 Says H, W, Wh in initial position in one-syllable words		
3.3 Says W in medial position in vowel-consonant (vowel nonsense syllables)		
3.4 Says W in medial position in two syllable words		
4.0 Produces T, D, N in initial position in consonant-vowel nonsense syllables		
4.1 Says T, D, N in initial position in consonant-vowel nonsense syllables		
4.2 Says T, D, N in initial position in one-syllable words		
4.3 Says T, D, N in final position in vowel-consonant nonsense syllables		
4.4 Says T, D, N in final position in one-syllable words		
4.5 Says T, D, N in medial position in vowel (consonant vowel nonsense syllables)		
4.6 Says T, D, N in medial position in two-syllable words		

		Comments
5.0 Produces K, G in isolation		
5.1 Says K, G in initial position in consonant-vowel nonsense syllables		
5.2 Says K, G in initial position in one-syllable words		
5.3 Says K, G in final position in vowel-consonant nonsense syllables		
5.4 Say K, G in final position in one-syllable word		
5.5 Says K, G in medial position in vowel-consonant-vowel nonsense syllables		
5.6 Says K, G in medial position in two-syllable words		
6.0 Produces F, V in isolation		
6.1 Says F, V in initial position in consonant-vowel nonsense syllables		
6.2 Says F, V in initial position in one-syllable words		
6.3 Says F, V in final position in vowel-consonant nonsense syllables		
6.4 Says F, V in final position in one-syllable words		
6.5 Says F, V in medial position in vowel-consonant-vowel nonsense syllables		
6.6 Says F, V in medial position in two-syllable words		
7.0 Produces S, Z in isolation		
7.1 Says S, Z in initial position in consonant-vowel nonsense syllables		
7.2 Says S, Z in initial position in one-syllable words		
7.3 Says S, Z in final position in vowel-consonant nonsense syllables		
7.4 Says S, Z in final position in one-syllable words		
7.5 Says S, Z in medial position in vowel-consonant-vowel nonsense syllables		
7.6 Says S, Z in medial position in two-syllable words		
8.0 Produces Sh, Zh, Ch, J in isolation		
8.1 Says Sh, Zh, Ch, J in initial position in nonsense syllables (e.g. Sha)		
8.2 Says Sh, Zh, Ch, J in initial position in words		
8.3 Says Sh, Zh, Ch, J in final position in nonsense syllables (e.g. ash)		
8.4 Says Sh, Zh, Ch, J in final position in one-syllable words		
8.5 Says Sh, Zh, Ch, J in medial position in nonsense syllables (e.g. asha)		
8.6 Says Sh, Zh, Ch, J in medial position in two-syllable words		
9.0 Produces voiceless and voiced Th in isolation		
9.1 Says Th in initial position		

		Comments
9.2	Says Th in initial position in one-syllable words	
9.3	Says Th in final position in nonsense syllables	
9.4	Says Th in final position in one-syllable words	
9.5	Says Th in medial position in nonsense syllables	
9.6	Says Th in medial position in two-syllable words	
10.0	Produces R, L, Y in isolation	
10.1	Says R, L, Y in initial position in nonsense syllables	
10.2	Says R, L, Y in final position in nonsense syllables	
10.3	Says R, L, Y in final position in one-syllable words	
10.4	Says R, L, Y in medial position in nonsense syllables	
10.5	Says R, L, Y in medial position in two-syllable words	
11.0	Says all consonant and vowel sounds within two-syllable words	
12.0	Says all consonant and vowel sounds within three-syllable words	
13.0	Says all consonant and vowel sounds with four-syllable words	
14.0	Places accent correctly in three-syllable words	
15.0	Says all consonant and vowel sounds in phrases	
16.0	Says all consonant and vowel sounds in sentences	
17.0	Says all consonants and vowels in spontaneous speech	

Adapted from: Behavior Assessment Guide
Lyndia Lewis
Project HAPI, 8/77

BASIC SIGNING VOCABULARY INVENTORY

Name______________________________ Strand______________________________

Date(s)________________ ________________ ________________

Evaluators__________________________

Key: S = Signs V = Verbalizes
R = Can identify receptively points.

Birthdate__________________________

	S	V	R	COMMENTS		S	V	R	COMMENTS
APPLE					BOWL				
AIRPLANE					BED				
BALL					BRUSH (HAIR)				
BELL					BLOCK				
BOX					EGG				
BATHTUB					HAT				
BUS					HORN				
BABY					BIKE				
BALLOON					BUNNY (RABBIT)				
BOAT					FORK				
BANANA					FLOWER				
BOY					GLASSES (EYE)				
BREAD					GIRL				
BOTTLE					DADDY				
COOKIE					MILK				
CHAIR					MAMA				
CAKE					MEAT				
CAR					ORANGE				
CUP					OWL				
CLOCK					JUICE				
CHEESE									
COMB									
COAT									

Comments/Additions

	S	V	R	COMMENTS		S	V	R	COMMENTS
POTTY					TURKEY				
SOCK					SHEEP				
SHOE					OWL				
SPOON					PUPPY				
SOAP					TURTLE				
TABLE					BEAR				
TOOTHBRUSH					LION				
PHONE					ROOSTER				
UMBRELLA					COW				
					CAT				
					HORSEY				
					MONKEY				
					FISH				
HELP					GO				
HURT					COME				
THROW					YES				
NO					WANT				
MORE					NOT				
SAME					JUMP				
EAT					STOP				
THIRSTY					GOOD				
SORRY					THANK YOU				
BIG					LITTLE				

Source: Lyndia Lewis
Barton School
San Diego Unified School District

BEHAVIOR RATING SCALE FOR TRAINABLE MENTALLY HANDICAPPED CHILDREN

Name ______________________________ Examiner ______________________________

Date ______________________________ Birthdate ______________________________

Key:

+ Can Perform Skill Adequately

- Has Developed Some Skill; Needs More Training

0 Has No Skill

HEALTH AND PERSONAL GROOMING

Toilet Training

1. Going to the toilet

_____ a. Seems unaware of the need for going to the toilet and has accidents in class.

_____ b. Frequent reminders and regular toilet periods result in fewer accidents.

_____ c. Occasionally goes to the toilet without being reminded and accidents disappear.

_____ d. Goes to toilet on own initiative whenever the need arises.

2. Adjusts clothing

_____ a. Begins adjusting clothing before leaving or after returning to the room.

_____ b. Adjusts clothing outside of the bathroom door.

_____ c. Adjusts clothing in the bathroom only after being reminded to do so.

_____ d. Usually adjusts clothing in the bathroom without reminders.

3. Flushes the toilet

_____ a. Never flushes the toilet.

_____ b. Flushes the toilet after being reminded to do so.

_____ c. Sometimes flushes the toilet on own initiative.

_____ d. Always flushes the toilet after use.

Cleanliness

4. Washing

_____ a. Is unable to wash face and hands.

_____ b. Washes face and hands after instructions.

_____ c. Washes face and hands by himself without instructions.

_____ d. Gets face and hands clean and dry by himself.

5. Brushing teeth

_____a. Cannot identify tooth brush (does not say "toothbrush" or point to teeth when brush is shown) or brush own teeth.

_____b. Recognizes tooth brush but cannot brush teeth.

_____c. Recognizes tooth brush and can brush teeth following directions.

_____d. Can brush teeth unassisted.

6. Wiping nose

_____a. Does not wipe nose when he needs to do so.

_____b. Uses back of hand or arm to wipe nose.

_____c. Wipes nose with proper materials (handkerchief, kleenex or paper towel) after being reminded.

_____d. Wipes nose with proper materials without being told to do so.

7. Cleaning fingernails

_____a. Is unable to clean own fingernails.

_____b. Able to clean fingernails after instruction.

_____c. Cleans fingernails without instructions after being reminded to do so.

_____d. Keeps fingernails reasonably clean.

8. Care of hair

_____a. Cannot identify comb (does not say "comb" or point to hair when comb is displayed) or comb own hair.

_____b. Recognizes comb but cannot comb hair.

_____c. Recognizes comb and can comb hair after instructions.

_____d. Combs own hair unassisted.

DRESSING AND CARE OF CLOTHING

Getting Dressed

9. Socks

_____a. Cannot put on socks.

_____b. Puts on socks with assistance.

_____c. Puts on socks unassisted.

_____d. Always wears pair of matched socks.

10. Shoes

_____a. Unable to put on shoes.

_____b. Puts shoe on correct foot.

_____c. Unable to lace up and tie shoe lace.
_____d. Puts on shoes, laces them and ties knot or bow.

11. Shoe covering

_____a. Seems entirely unaware of need for rubbers or overshoes.

_____b. Unable to put on rubbers or overshoes.

_____c. Puts on rubbers or overshoes with some help.

_____d. Puts on rubbers or overshoes unassisted.

12. Trousers

_____a. Cannot put on trousers.

_____b. Puts on trousers but cannot button, pull up zipper or put on belt.

_____c. Buttons trousers and closes and pulls up zipper.

_____d. Pulls belt through laps and keeps it from twisting or puts on suspenders.

13. Dress

_____a. Unable to put on dress.

_____b. Able to put on dress with some help.

_____c. Puts on dress unassisted.

_____d. Buttons dress and pulls up and closes zipper.

14. Coat

_____a. Cannot put on own coat.

_____b. Able to put on coat with some help.

_____c. Puts on coat unassisted.

_____d. Buttons coat.

Taking Care of Clothes

15. Maintenance

_____a. Seems unaware that clothes are dirty and in need of repair.

_____b. Will change dirty clothes upon being reminded to do so.

_____c. Reports to teacher that clothes are dirty and in need of repair.

_____d. Takes pride in clean and wearable clothing and tries to keep it that way.

16. Storage

_____a. Seems unaware of need to hang up his clothes.

_____b. Never hangs up his clothing.

_____c. Hangs up clothing in proper place after being told to do so.

_____d. Hangs up clothing in proper place on own initiative.

SAFETY, MANNER, ATTITUDES

Hazards

17. Physical

_____a. Shows no awareness of possible dangers to self or others.

_____b. Protects self from dangers upon being reminded to do so.
Does not walk or run into people.
Does not run in front of moving vehicles.
Does not bring sharp or hot instruments into contact with the skin.
Stays away from strange animals.
Stays away from open excavations.
Stays away from high places.

_____c. Is careful of endangering others as well as self after being reminded to do so.
Does not push others down.
Does not throw stones.

_____d. Is careful of self and considerate of others on most occasions.

Social

18. Table manners

_____a. Grabs food and stuffs it into his mouth as quickly as possible.

_____b. Waits his turn but spills food and drink while eating.

_____c. Waits for others to be served and eats more slowly after constant reminders.

_____d. Eats slowly and without spilling food during lunch period.

19. Courtesy

_____a. Shows no knowledge of ordinary courtesies.

_____b. Does not practice saying please, thank you and excuse me after repeated instructions.

_____c. Practices courtesies after being reminded.

_____d. Says please, thank you and excuse me whenever the occasion arises.

20. Group participation

_____a. Always wants to follow his own inclinations.

_____b. Does what he is asked to do and will wait his turn after much urging.

_____c. Freely participates in group activities on own initiative.

_____d. Shows some awareness of the rights of others and shares things when the need arises.

Directions: Observe child's behavior on each of the following tasks and indicate success or failure by placing a check under yes or no on the line at the right side of the page opposite each of the numbers.

WORK HABITS AND SKILLS

	Yes	No

Housekeeping

1. Sweeping ______ ______
Holds push broom in two hands and is able to sweep dirt into small pile and then into dust pan held by another.

2. Mopping ______ ______
Able to mop up spilled liquid on floor with two hands on mop handle when asked to do so.

3. Picking up papers or trash ______ ______
Able to pick up papers and trash in specific area after receiving careful instructions.

4. Dusting ______ ______
Can dust objects and small areas after being shown how.

5. Washing windows ______ ______
Able to wash window and get it clear after instruction and demonstration.

6. Making beds ______ ______
Able to make bed properly after instruction and demonstration.

7. Helping take care of others ______ ______
Can assist employee or older child in the routine care of less capable children.

8. Washing dishes ______ ______
Uses warm water and soap then rinses dish.

9. Drying dishes ______ ______
Gets dish dry with towel.

Counting

10. Can count to the following by rote when requested to do so.
1-3 ______ ______
4-6 ______ ______
7-9 ______ ______
10 ______ ______
Over 10 ______ ______

11. Display number of blocks. Begin with number 2 and say, "Pick up 2 blocks." Continue with the other numbers.
2 ______ ______
4 ______ ______
6 ______ ______
8 ______ ______
10 ______ ______

12. Supply 3 different size blocks and say, "Hand me the biggest block." ______ ______
smallest block ______ ______

	Yes	No
13. Pile up 3 blocks and say, "Touch the . . . ."		
middle block		
top block		
bottom block		
14. Display 2 rows of blocks of 4 blocks and 2 blocks each and say, "Point to the shorter row."		
15. Display 2 piles of 5 blocks and 3 blocks each and say, "Push over the pile which has more blocks."		

LANGUAGE DEVELOPMENT ACTIVITIES

Verbal

16. Repeats his own name in an understandable manner.		
17. Is able to answer simple questions.		
18. Asks questions.		
19. Talks to the other children.		
20. Is able to tell about his activities or experiences.		

Written

21. Recognizes own name (repeats name or points to self).		
22. Matches letters of his first name.		
23. Writes his first name (manuscript).		

DIVERSIONAL ACTIVITIES

Color Recognition

24. Display colored squares and say, "Point to the . . . ."		
red		
green		
yellow		
black		
blue		

Paper Chains

25. Provide prepared strips of colored paper and demonstrate how to make paper chains. Record number of links in chain after 3 minutes.		
none		
one		
two		
three		
four		
five		
over five		

Puzzles

26. Show child puzzle in completed form and say, "Can you do this puzzle?" Place the puzzle in front of the child in its various pieces. Time limit 5 minutes.

		Yes	No
Level 1 - cow			
Level 2 - puppy dog			

Scissor Cutting

27. Provide scissors and copies of drawings. Say, "See the picture, cut all the white paper away from around the picture. Be sure and stay on the line." Record errors using the overlay pattern.

		Yes	No
Level 1 - box	errors		
Level 2 - circle	errors		
Level 3 - car	errors		

Stencil Drawing

28. Provide stencil drawings, pencil and paper. Say, "Put the picture on your paper and trace around it with your pencil." Demonstrate

	Yes	No
Level 1 - vase		
Level 2 - design		
Level 3 - flower		

Holidays

29. Display pictures representing various holidays and say, "Point to the picture that tells you about . . . ."

	Yes	No
Easter		
Christmas		
Thanksgiving		
Halloween		

Item Recognition

30. Ask the question, "Do you know the names of the parts of yourself?" Tester points to own head and says, "This is my head." Asks the children, "Can you touch your . . . ."

	Yes	No
head		
hand		
eye		
hair		
mouth		
nose		
ear		
foot		

31. Display pictures of the following and say, "Point to the . . . ."

	Yes	No
hat		
raincoat		
socks		
mittens		
shoes		
shirt		
pants		
dress		
coat		
sweater		

Source: Lyndia Lewis
Barton School
San Diego Unified School District

BODY AWARENESS CHECKLIST

Name______________________________ Birthdate____________________________

Date_________________ Examiner____

Body awareness: Identify body parts by pointing, gesturing, or touching:

	Yes	No	Comments
Can identify facial features:			
mouth			
teeth			
tongue			
nose			
eyes			
face			
head			
hair			
ears			
cheeks			
chin			
eyebrows			
eyelashes			
Can identify extremities:			
hands			
fingers			
arms			
legs			
toes			
thumbs			
feet			
Can identify joints:			
shoulders			
elbows			
wrists			
Can identify parts of trunk:			
stomach			
back			
"butt" or bottom			
neck			
waist or side			

Source: Lyndia Lewis, Project HAPI, 8/77, based on Julia Molloy's work

CAR WASH SKILLS REFINEMENT EVALUATION SHEET

Name ______________________ Birthdate ______________________

Date ____________ Examiner ______________________________

Key: N.S. - No Success
L.S. - Little Success
S.S. - Some Success
S. - Success

	N.S.	L.S.	S.S.	S.	DATE
1. Fill buckets					
2. Wash floormats					
3. Vacuum floor					
4. Wash windows					
5. Dust dashboard					
6. Rinse car					
7. Soap down car					
8. Dry car					
9. Put back floormats					
10. Put buckets away					
11. Take wet rags to classroom					

COMMENTS:

SIGNED

KEY TO EVALUATING CAR WASH

1. Fill buckets
   - N.S. - Doesn't put soap and water in bucket
   - L.S. - Puts too much or too little soap or water in bucket
   - S.S. - Puts close to the right amount of soap and water
   - S. - Puts correct amount of soap and water

2. Wash floormats
   - N.S. - Doesn't wash, rinse and put floormat on railing
   - L.S. - Does a poor job
   - S.S. - Washes, rinses and puts on railing fairly well
   - S. - Washes, rinses and puts on correctly

3. Vacuum floor
   - N.S. - Leaves floor very dirty
   - L.S. - Misses most of the dirt
   - S.S. - Connects vacuum, vacuums fairly well and puts it away
   - S. - Connects vacuum, vacuums well and puts it away

4. Wash windows
   N.S. - Does a poor job
   L.S. - Does a fairly poor job
   S.S. - Does a fairly good job
   S. - Cleans it well

5. Dust dashboard (same as 4)

6. Rinse car
   N.S. - Rinses very little of car
   L.S. - Rinses some of car
   S.S. - Rinses most of car
   S. - Rinses all of car

7. Soap down car
   N.S. - Misses most spots
   L.S. - Misses many spots
   S.S. - Misses a few spots
   S. - Does a thorough job

8. Dry car (same as 7)

9. Put back floormats
   N.S. - Puts mats in wrong place
   L.S. - Puts mats in upside down
   S.S. - Turns mats sideways
   S. - Puts mats in correctly

10. Puts buckets away
    N.S. - Doesn't rinse buckets and puts in wrong place
    L.S. - Rinses buckets but puts in wrong place
    S.S. - Rinses buckets and puts in right place, doesn't stack one bucket inside the other
    S. - Rinses, places and stacks buckets correctly

11. Wet rags to classroom
    N.S. - Doesn't take wet rags to classroom
    L.S. - Takes rags but very slowly or indirectly
    S.S. - Takes rags but acts impolitely in classroom
    S. - Takes rags promptly, directly and courteously to class

Source: Peter Pitard
John Stende, et.al.
Grossmont Work Training Center

CHILD OBSERVATION SURVEY

Name____________________ Birthdate____________________

Date______________ Examiner____________________________

Key: X = yes
O = no

1. Relationship with other children
   - Plays with other children____
   - Avoids other children____
   - Plays well with others____
   - Is a good mixer____
2. Relationship with adults
   - Avoids____
   - Attached____
   - Needs help____
   - Responds to adult suggestions____
3. Reaction to discipline
   - Conforms____
   - Rebels____
   - Willing to accept help when needed____
4. Self-acceptance
   - Does he feel comfortable____
   - Does he feel uneasy____
   - Does he whine or complain____
5. Participation
   - Watches____
   - Tries new things____
   - Uses same materials over and over____
6. Place in group
   - Alone____ Popular____
   - Leads____ Rejected____
   - Follows____
7. Acceptance of routines
   - a. juice
     - Accepts with satisfaction____
     - Needs help____
   - b. cleanup
     - Cooperates with sense of responsibility ____
     - Cooperates with help____, **rebels**____
   - c. rest time
     - Rests comfortably____
     - Needs help____
   - d. Care of toys and clothing
     - Puts them away carefully____
   - e. enters classroom by himself
     - ____
8. Language
   - Uses words correctly____
   - Speaks in sentences____
   - Enunciation difficulties____
9. Physical
   - Fatigues easily____
   - Shows vigor____
   - Puts on his own wraps____
   - Unbuttons and unzips____
   - Climbs jungle gym____
   - Swings and jumps____

10. Attitude towards parents

Does he dominate_____

11. Intellectual development

Does he listen_____
Knows first and last name_____
Knows primary colors_____
Counts_____

12. Play

Participates in dramatic play____
Plays happily by himself_____
Plays well with others_____
Awareness of others - is considerate____
Upholds his own rights_____
Not overly concerned with other's
deeds_____
Teases or annoys_____
Hurts others_____
Resourceful in solving difficulties____

13. Emotional development

Spontaneous_____
Accepts school without reluctance_____
Generally happy_____
Even tempered_____
Recovers quickly from temper_____
Self-reliant_____
Appeals constantly for help_____
Has nervous traits_____
Shows normal reaction to animals_____
Likes to help in classroom_____

14. Arts and crafts

Likes to draw with crayons_____
Likes to paint_____
Shows interest and ability with
manipulative materials_____

15. Stories and books

Listens attentively_____
Good attention span_____
Interested in pictures_____
Goes to book corner often_____
Likes to retell a story_____
Does family get books from library
for child_____

16. Music

Sings_____
Plays instrument_____
Participates in activity songs_____
Enjoys music at resting time_____
Sings songs he has learned in class
at other times of the day_____
Does fingerplays_____
Likes stories to music_____
Likes to listen to records_____
Type of records he brings to share

203

17. Perception concepts: does he know

Above____ Under____
Beside____ Upon____
More____ Less____
Big, bigger____
Large/small____
Short/tall____
Grouping and sorting____
Comparing____
Various shapes____

Chief interests:

Remarks:

Source: Unknown

DEVELOPMENTAL EVALUATION CHART

Name____________________________________ Birthdate________________________________

Date____________________________________ Examiner________________________________

Key: + person has this behavior
- person does not have this behavior
± person has this behavior inconsistently

GROSS MOTOR	
holds hands fisted	
kicks symmetrically	
lifts head in prone	
changes position in bed alone	
sits with head supported and round back	
sits with wobbly head, back supported	
sits with round back, head unsupported	
rolls over	
sits with straight back	
head up when sitting	
crawls	
creeps	
pulls to standing	
side steps	
walks	
FEEDING	
tube fed	
sucks	
shows hunger	
recognizes food	
closes on spoon with lips	
hand on bottle (cup)	

feeds self crackers	
holds bottle	
drinks from a cup	
feeds self finger foods	
holds spoon	
scoops	
self-feeding with spoon	
holds cup	
diet: liquid	
puree	
semi-solid	
solid	
FINE MOTOR	
follows toy with eyes	
bats at toys	
attempts to reach for toys	
resists toy pull	
grasps objects when given	
throws objects	
transfers objects	
thumb-finger grasp	
points with index finger	
neat pincer grasp	
TOILETING AND DRESSING	
has pattern to BM's	
has a pattern to urination	
uses a potty if put on	
allows caretaker to dress him without resistance	
keeps clothes on	
tells when wet or dry	

assists with dressing by holding out arm or leg	
pulls off sock, shoe	
has infrequent accidents	
stays dry	
REFLEXES	
tongue thrust	
bite reflex	
gag reflex	
ANTR	
MORO	
protective extension	
ABNORMAL PATTERNS	
back arching	
scoots on back to move	
bunny hops	
tightness in arms	
tightness in legs	
COMMUNICATION	
laughs and squeals	
coos	
listens to music	
searches for sound with eyes	
recognizes sounds	
turns head to sound	
turns head to faces	
mmm or sss sound	
vowel sounds	
follows past midline with eyes	

imitates sounds	
says "da-da" or "ma-ma"	
says one word	
responds to "no"	
3 - 4 words	
many words	
two-word combination	
PERSONAL-SOCIAL	
responds to bell	
smiles responsively	
smiles spontaneously	
recognizes familiar people	
watches strangers	
plays pat-a-cake	
plays peek-a-boo	
makes noise to get attention	
pats mirror image	
waves bye-bye	
BEHAVIOR	
cries out of distress	
cries out of anger or frustration	
cries out of self-abuse	
cries out of self-stimulation	
cries out of temper tantrums	
cries out of seizures	
destructive with objects	
breath holding	

Reactions to close contact or increased attention/stimulation: describe

Equipment needed:

Date: Type:

Source: Sara Ann Rude
University of San Diego
Adapted by: Lyndia Lewis
Project HAPI

DEVELOPMENTAL SPEECH SCREENING

(from 1-36 months)

Name_________________________ Birthdate_________________________

Date_______________ Examiner_________________________

__X__ Can/Does Perform
__0__ Cannot/Does Not Perform Task

Age in months

1 He responds to sound by startling.____
He uses only crying sounds to indicate body discomfort.____

---

2 He attends to his own sounds.____
He attends to other's speech by ceasing his activity.____
He uses speech only associated with swallowing, breathing & coughing.____

---

3 He vocalizes his pleasure by "cooing."____
He makes many vocal noises resembling speech sounds, primarily back (guttural) vowels.____

---

4 He responds to noise and voice by turning.____
He uses repetitive syllables indicating babbling (ba-ba-ba-ba) and not all these sounds remain later.____
He initiates his own vocal sound play without outside stimulation.____

---

5 He differentiates between friendly and angry tones by smiling or crying.____
He imitates his own noises: oohs, ahs, bas, das.____

---

6 He listens to his own voice.____
He vocalizes m-m-m.____
He tries to repeat sound sequences.____
He directs sounds and gestures to objects.____
He uses unintelligible intonational patterns of Jargon speech, which lacks true verbal structure.____

---

7 He pays attention to speech of family or other children realizing that "sounds" are meaningful.____
He pays attention to many sights and sounds in environment.____
He smiles at onlookers.____
He vocalizes emotional satisfaction or dissatisfaction.____

Comments of recorder:

____

____

____

8 His eyes and ears are alert to all stimuli in immediate surroundings._____
He vocalizes sequential syllables: da, ba, ka._____

9 He has rudimentary understanding of different gestures and simple conditioned commands._____
He understands "no-no, hot," his name._____
He uses 3-4 varied syllables together: ba.ba.da.da.ma.ma._____
He uses echolalic or parrot speech._____
He copies melody pattern of greetings and interjections._____
He enjoys making lip noises._____
He uses facial and arm gestures with his vocalization._____

10 He pays attention to the face of the speaker._____
He understands bye-bye by waving._____
He shakes head "yes or no" to verbal questions._____
He says word-like syllables: ma-ma-ma, da-da-da, ba-ba-ba._____
He tries to name words of familiar objects._____

11 He uses his first true word._____
He understands many action words._____
He "talks" to himself in mirror._____

12 He has 5 words he uses._____
He uses speech to communicate._____
He understands simple commands._____
He enjoys rhythmical songs._____

18-24 He understands most sentences but he only listens to phrase patterns, not specific words._____
He has 50-75 words he uses._____
He uses 50% nouns._____
He uses an average sentence length of 1 1/2 words._____
He heeds "here, now."_____
He recognizes names of many objects, pets, and persons._____
He imitates pivot words with modifiers: more car, more milk, more bye-bye, etc._____
He pulls person to show an object, etc._____

24-30 He asks simple questions about his own concern, "Where ball?" _____
He expresses emotions massively, by clapping, dancing._____
He names one color._____
He has 272 words he uses._____
He uses 40% nouns, 20% verbs, 15% pronouns._____
He understands "in-under", "on-off."_____
He listens to simple stories._____
He names or describes objects._____
He uses 2-word sentence._____
He uses "this" with gesture._____
He uses all vowels and consonants b,p,m,w, inconsistently._____
He omits middle and final consonants in words._____

Comments of recorder:

Age in
months

30-36 He truly comprehends sentence structure, not just cue words or emotional content._____
He understands: yes-no, come-go, run-stop, give-take, push-pull._____
He understands time words: first, next, later, not now, last, night, morning._____
He understands: in, on, under._____
He identifies action in pictures._____
He uses 3-word sentences._____
He has 446 words he uses._____
He gives his full name._____
He recites 1-2 nursery rhymes._____
He uses "this" and "that."_____
He shifts between "me" and "I."_____
He uses independent improvisations of sentence forms: "Look me no." (Don't look at me.) "Stove bite yes." (Stove will burn me.)_____
He understands the difference between "the car pushes the truck" and "the truck pushes the car."_____
He uses much repetition of phrases he hears and the first repetition is usually to himself._____

Comments of recorder: ____________________

____

____

____

Source: Clarice Surratt, Speech Therapist
Revere Development Center, 1971

DRESSING SKILLS INVENTORY

Name______________________________ Birthdate__________________________

Date____________________ Examiner______________________________________

Record level of competence for each task using the following code:
- 1 - completely independent, needs no direction or help
- 2 - needs only verbal directions
- 3 - needs verbal and/or manipulative help
- 4 - needs extensive help.

When administering this inventory, do no offer assistance. Observe the pupil, allowing adequate time for him/her to perform task before giving verbal clues. Allow adequate time for pupil to perform task--using only verbal clues before offering manipulative help, etc.

IDENTIFIES HIS/HER COMMONLY WORN ARTICLES OF CLOTHING BY NAME (record specifically, i.e. shirt)

____

	1	2	3	4
1. PUTS ON "PULL-DOWN" CLOTHING (T-shirt, top, blouse, shirt, slip, dress)				
Pulls it all the way down				
Puts front to front				
Can straighten for proper alignment				
2. PUTS ON "PULL-UP" CLOTHING (briefs, trousers, skirts, etc.)				
Pulls all the way up				
Puts front to front				
Can straighten for proper alignment				
Can tuck in shirt or top				
3. PUTS ON "PUT-ON" CLOTHING (jackets, sweaters, shirts, etc.)				
Can put arm through one armhole				
Can put arms through both armholes				
Can straighten for proper alignment				
4. FASTENS CLOTHING				
Can pull zipper up				
Can join and start zipper on garment that zips all the way				
Can button buttons				
Can align buttons properly on sweater, jacket, etc.				
Can fasten snaps				
Can operate hook and eye fasteners				
5. PUTS ON SOCKS				
Pulls all the way up				
Puts heel in the heel of the sock				
Can straighten for proper alignment				

6. PUTS ON SHOES	1	2	3	4
Loosens laces to put on easily				
Puts right shoe on right foot				
Can change shoe to proper foot if mixed up				
Can tie shoes				

COMMENTS: ____

____

____

____

Source: Sue Gerrish
Dr. Al Stoval
Fairhaven School
San Diego Unified School District

FINE MOTOR COORDINATION INDIVIDUAL RECORD

Name________________________ Birthdate____________________

Date______________ Examiner__________________________________

Instructions	Performs task successfully				Performs with some success				Unable to perform			
Pick up 10 beans and put them into a small-mouth bottle (within 15 seconds).												
Snap and unsnap a set of four snaps (within 12 seconds).												
Unbutton and button a set of four buttons (within 12 seconds).												
Tie your shoe.												
Move your fingers independently of one another and the thumb.												
Follow an object with your eyes while it swings in front of you.												
Move your eyes to the right.												
Move your eyes to the left.												
Move your eyes up.												
Move your eyes down.												
Move your eyes all around.												
Wiggle your nose.												
Wiggle your toes.												

General comments or constraints:________________________________

____

____

____

____

Source: Physical Education Department
San Diego Unified School District
San Diego Motor Assessment

GROSS MOTOR COORDINATION INDIVIDUAL RECORD

Name________________________________Birthdate________________________________

Date_______________Examiner____

(Suitable for duplication on 9" x 12" tagboard.)

LOCOMOTOR SKILLS	Needs improvement				Date mastered				Comments
Walking									
Running									
Jumping									
Hopping									
Leaping									
Galloping									
Sliding									
Skipping									

NONLOCOMOTOR AXIAL MOVEMENT SKILLS									
Bending and Curling									
Stretching (reaching)									
Rising									
Swinging									
Turning and Whirling									
Falling									
Digging									

NONLOCOMOTOR RESISTANCE MOVEMENT SKILLS									
Climbing									
Hanging									
Lifting									
Carrying									
Pushing									
Pulling									
Beating									
Shaking									
Digging									
Lunging									
Thrusting									

Source: Physical Education Department
San Diego Unified School District
San Diego Motor Assessment

HAPTIC DISCRIMINATION SURVEY

Name____________________ Birthdate__________ Date__________ Examiner____________________

A - Appropriate
NA - Not appropriate

Sensation	Awareness of Tactile Sensation			Can Discriminate The Sensation on a Cognitive Level			Type of Response		Observations
	Yes	No		Yes	No		A	NA	
Wet									
Damp									
Cold									
Hot									
Warm									
Soft									
Hard									
Smooth									
Scratchy									
Rough									
Slippery									
Squishy									
Sticky									
Stretchy									
Sharp									
Dull									
Crisp									
Chewy									

Composed by: Lyndia Lewis, Project HAPI, 8/77

LIGHT HOUSEKEEPING PROGRESS REPORT

Name_________________________ Birthdate______________________

Date______________ Examiner__________________________________

Key: ⧇ - Constant Supervision Still learning ⧄ - Partial Supervision Minor errors ▣ - Indirect Supervision-Ready for pay

NOTE: After 5 student may be considered to have mastered item.

GENERAL CLEANING - LEVEL I														
Stocks caddy														
Follows procedures for:														
straightening living area														
straightening dining area														
straightening bedroom area														
straightening kitchen area														
straightening bathroom area														
Disposes of litter														
Dumps waste basket and lines with plastic liner														
Dumps waste basket and lines with newspaper														
Cleans mirrors														
Straightens bed covers														
Replaces pillowcases														
Dusts: dry cloth method														
damp dry method														
spray wax method														
Uses/cares for broom														
Uses/cares for carpet sweeper														
Uses/cares for dust mop														
KITCHEN SKILLS - LEVEL I														
Follows procedures for clearing table														
Scrapes and rinses dishes														
Washes dishes by hand														
Dries dishes														
Puts dishes away														
Cares for kitchen garbage can														
LAUNDRY SKILLS - LEVEL I														
Sorts clothes for washing														
Hand washes delicates														
Hand washes woolens														
Folds washcloths														
Folds towels														
Folds sheets														
Folds knit underthings														
Folds jeans														
Folds items to be ironed														
Folds on 2/4 hole buttons														
HOUSE SITTING														
Follows procedures for newspaper and mail collection														

Source: Humboldt County Schools

MOTOR DEVELOPMENT
TEST 1

Name__________________________________Birthdate____________________________

Date_______________Examiner____

Can Identify:	Date							S=Satisfactory N=Needs Improvement
TEST 1. Body Image	Age							Comment:
a. Ears								
b. Ankle								
c. Knee								
d. Hip								
e. Palm								
f. Shoulder								
g. Wrist								
h. Stomach								
i. Thigh								
j. Side of head								
Can Imitate:								
TEST 2. Spacial Orientation								
a. Raise right hand								
b. Left hand to right ankle								
c. Left elbow to right knee								
d. Raise left hand above head								
e. Step in								
f. Step out								
g. Step over								
Can Perform:								
TEST 3. Balance								
a. Stand on right foot ten seconds, eyes shut								
b. Stand on left foot ten seconds, eyes shut								
c. Walk on the 4" beam								
d. Walk on the 2" beam								
Can Perform:								
TEST 4. Gross Motor Movement								
a. Jump								
b. Hop right								
c. Hop left								
d. Skip forward								
e. Gallop								
f. Slide								
Can Perform:								
TEST 5. Ball Handling Skills								
a. Bounce and catch								
b. Toss								
c. Throw								
Can Imitate:								
TEST 6. Angels in the Snow								
a. Same								
b. Opposite								
c. Opposite arm and direction								
Can Perform:								
TEST 7. Fine Motor Coordination								
a. Fingers independently								
b. Track a swinging ball								
Can Identify:								
TEST 8. Shape Discrimination								
a. Circle								
b. Square								
c. Triangle								
d. Rectangle								

TEST 1. Copy following Actions: Body Image and Spacial Orientation	Date Age						S=Satisfactory N=Needs Improvement Comment:
a. Thigh							
b. Temple							
c. Wrist							
d. Abdomen							
e. Waist							
f. Right hand to left ankle							
g. Left elbow to right knee							
h. Jump and turn one-half turn							
i. Jump and turn one-quarter turn							
TEST 2. Balance							
a. Walk on a 4" beam							
b. Walk on a 2" beam							
TEST 3. Gross Motor Movement							
a. Jump							
b. Hop right							
c. Hop left							
d. Skip forward							
e. Skip backward							
f. Skip in place							
g. Toss ball in air							
h. Throw ball							
TEST 4. Mirror Image							
a. Right hand to right shoulder							
b. Complete opposite position							
TEST 5. Fine Motor Coordination							
a. Finger movement							
b. Twirl a small stick							
TEST 6. Shape Discrimination							
a. Square							
b. Triangle							
c. Rectangle							
d. Circle							

Source: Physical Education Department
San Diego Unified School District

MOTOR DEVELOPMENT

TEST 2

Name ____________________________ Birthdate __________________________

Date ______________ Examiner ____________________________________

BODY SURFACES

1. Lie down with your stomach on the mat. ________________
2. Lie down with your back on the mat. ________________
3. Sit on the mat. ________________
4. Lie on your side. ________________
5. Now roll to your other side. ________________

BODY PARTS AND THEIR MOVEMENTS

Body Parts

1. Touch your arm. ________________
2. Touch your leg. ________________
3. Touch your stomach. ________________
4. Touch your feet. ________________
5. Touch your head. ________________

Trunk Movements

1. Bend to the side. ________________
2. Bend to the other side. ________________
3. While standing, bend forward as far as you can. ________________
4. While standing, bend backward as far as you can. ________________
5. Curl up as small as you can. ________________

Body Part Movements

1. Raise your arms over your head. ________________
2. Kneel. ________________
3. Stand. ________________

Body-to-Object Relationships

1. Place your front toward me. ________________
2. Place your back to the box. ________________
3. Lie down and place your feet toward me. ________________
4. Lie down and place your head away from me. ________________
5. Lie down with your side toward me. ________________

Object-to-Body Relationships

1. Tell me when I am in front of you. ________________
2. Lie down and tell me when I am near your head. ________________
3. Tell me when I am near your feet. ________________
4. Stand up and tell me when I am in front of you. ________________
5. Tell me when my hand is level with your eyes. ________________

Source: Physical Education Department
San Diego Unified School District

ORAL MOTOR SCREENING SURVEY

Name ______________________ Birthdate ______________________

Date ______________ Examiner ______________________

SKILL AREA	CRITERION TASK	YES	NO	COMMENTS
Breathing	Can produce vocal sound on exhalation			
	Can blow out a candle			
	Can blow in a specific direction			
	Can blow but in non-specific direction			
	Can blow, rounding lips, directing air stream in controlled manner			
Teeth	Has most teeth in mouth			
	Has good teeth alignment			
	Uses teeth effectively for biting			
	Uses back teeth for chewing			
	Chews in rotary fashion			
	Can place teeth together in biting fashion on request or imitation			
Tongue	Can move tongue flat outside of mouth in relaxed position			
	Can point tongue straight out of mouth in tensed position			
	Can point tongue past lip line in any direction to outside of mouth			
	Can keep tongue in mouth during non-stress situations			
	Can point tongue up, down without aid of lips to give direction			
	Can point tongue from one side to the other without the aid of the lips to give direction			
	Can point tongue from one side to the other with the aid of the lips to give direction			
	Can place tongue between the teeth			

SKILL AREA	CRITERION TASK	YES	NO	COMMENTS
Tongue, cont.	Can place tongue behind upper teeth:			
	Middle - front			
	Right side			
	Left side			
	Can place tongue against the roof of mouth			
	Can lick the upper lip with one continuous lick, keeping tongue on lip at all times			
	Can lick the lower lip with one continuous lick, keeping tongue on lip at all times			
	Can lick upper lip with short, staccato movements			
	Can lick lower lip with short, staccato movements			
	Controls drooling, swallowing properly			
	Does maintain closed mouth position 75% of the time, and remainder of time behavior is appropriate			
	Can open and close mouth in imitation or upon request			

Source: L. Linden
Lyndia Lewis
Barton School
San Diego Unified School District
Adapted from BCP Chart

PARENT INFORMATION SHEET

Name ______________________ Birthdate ______________________

Date ______________ Examiner ______________________

	Usually	Sometimes	Never
1. How does your child tell you he/she wants something?			
Cries			
Points			
Takes you to it			
Sings words			
Talks in phrases			
Talks in sentences			
2. With new toys, does your child:			
Quickly try it			
Need encouragement			
Refuse to try it			
Throw or destroy it			
Other			
3. With new foods, does your child:			
Quickly try it			
Need encouragement			
Refuse to try			
Throw a tantrum			
Other			
4. How does your child show you he/she is happy:			
Hugs you			
Sings			
Shouts, claps with joy			
Smiles			
Other			
5. How does your child show you he/she is unhappy:			
Cries			
Hits			
Bites			
Kicks			
Swears			
Goes quietly to room			
Other			
6. How do you show your child you are pleased with something he/she has done:			
Hug child			
Tell him/her			
Kiss child			
Give money			
Give food			
Give privileges			
Other			

	Usually	Sometimes	Never
7. How do you show your child that you are not pleased with something he/she has done:			
Tell him/her to stop			
Talk to him/her about it			
Spank child lightly			
Isolate (place away from others)			
Withhold privileges			
Take child from activity			
Shout			
8. Does your child prefer playmates that are:			
Older			
Same age			
Younger			
Other			
Does your child:			
9. Like to watch TV			
10. Prefer to play alone			
11. Play near but not with other children			
12. Share toys with other playmates			
13. Play with two or more children			
14. Play with four or more children			
15. Take turns using toys			
16. Remember and follow rules for simple games like tag or hide and seek			
17. Remain involved in an activity for 5 minutes or more			
18. Tear pages of books, or destroy toys			
19. Push or hit playmates			
20. Help undress himself/herself			
21. Help dress himself/herself			
22. Feed himself/herself - using spoon			
23. Feed himself/herself - using fork			
24. Go to bathroom when taken or reminded			
25. Go to bathroom without being reminded			
26. Remain dry during day, but wets during night			
27. Accept a familiar baby-sitter			
28. Stay at playmates, friends, party, etc. without parent			
29. Sucks thumb			
30. Bites nails			
31. Grits teeth			
32. Have bad dreams or sleeping problem			
33. Show fear of noises			
34. Show fear of fuzzy or furry fabrics, toys			

35. If your child watches TV, what are his favorite shows: ____________________

36. How does your child entertain himself/herself at home: ____________________

37. What kinds of things do you praise your child for: ____________________

38. What kinds of things is your child punished for: ____________________

39. What is your child's favorite toy? ____________________

40. What is your child's favorite activity?____

____

____

Adapted from: Helen S. Thorne
University of California
Davis Campus--1972

PPTP ASSESSMENT

WORK ATTRIBUTES REQUIREMENTS

Name______________________________ Birthdate________________________

Date____________ Examiner____________________________________

Key:
- 0 - Not Applicable
- 1 - Independent - Satisfactory
- 2 - Independent - Good
- 3 - Independent - Poor
- 4 - With Help - Good
- 5 - With Help - Fair
- 6 - Needs Much Improvement

BASIC PRE-REQUISITES FOR BEING PLACED IN COMMUNITY

LEVEL I

Cares for own toilet needs																				
Maintains clean/appropriate clothes																				
Maintains clean body																				
Uses appropriate responses																				
Refrains from sexual expression																				
Controls temper/bizarre behavior																				
Displays respect for adults/employers																				
Makes needs known to supervisor/employers																				
Practices time sense																				
Displays positive attitude																				

PRE-REQUISITES FOR SEMI-INDEPENDENT PLACEMENTS

LEVEL II

Can get to job semi-independently																				
Has understandable speech																				
Has weight appropriate to height																				
Paces work to complete it on time																				
"Sees" other things that need to be done																				
Uses phone and gives/takes messages																				
Displays monetary awareness																				

Source: PPTP - System Humboldt
County Schools

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PERCEPTUAL SURVEY RATING SCALE

Name ______________________________ Birthdate ____________________

Date ____________________ Examiner ______________________________

Walking Board and Jumping Activities

1. Ask the child to perform the activity; do not demonstrate.
2. Check the description that best matches the child's response.

WALKING BOARD ACTIVITIES - Test for laterality and directionality.
Use 2" x 4" walking board at least 8 feet long.

Activity 1: Walk forward to opposite end of the board.

Date:					
Walks with ease; is well balanced					
Steps off board more than once					
Uses one side of body more than other					
Uses body too symetrically					
Tries to place feet crosswise					
Walks too fast or too hesitantly					

Remarks:

Activity 2: Walk backward to opposite end of board.

Date:					
Walks with ease; is well balanced					
Steps off board more than twice					
Twists to see where he is going					

Remarks:

Activity 3: Walk sideways to opposite end: return without turning.

Date:					
Steps sideways with one leg; brings other leg to it					
Crosses legs when walking					
Steps off board more than once					
Can walk in one direction on board only					

Remarks:

JUMPING ACTIVITIES - Schedule activities in large, uncluttered area.
Test for laterality, body image, rhythm.

Activity 1: Jump forward with one step, legs together.

Date:					
Jumps with both feet together					
Cannot get both feet off ground together					
Is jerky; stiff motion					

Remarks:

Activity 2: Jump on right foot, holding left off the floor.

Date:					
Shifts body weight to right; does with ease					
Touches the floor with left foot					
Cannot get the right foot off the floor					

Remarks:

Activity 3: Jump on left foot holding the right off the floor.

Date:					
Shifts weight to the left; does with ease					
Touches the floor with right foot					
Cannot get the left foot off the floor					

Remarks:

Activity 4: Skip, alternating one hop on each foot.

Date:					
Alternates feet in smooth, rhythmic pattern					
Stops before changing feet					
Does not bounce on alternating feet, but walks or runs					

Remarks:

Activity 5: Hop twice on the right foot and once on the left.

Date:					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

Activity 6: Hop once on the right foot and twice on the left.

Date:					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

Activity 7: Hop twice on the right foot and twice on the left.

Date:					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

Activity 8: Hop once on the right foot and once on the left.

Date:					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

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Identification of Body Parts

1. Ask the child to stand at a distance of ten feet facing the instructor.
2. Give directions, i.e., "Touch your shoulders."
3. Observe how the child performs the task and check the description that best matches the child's response.
4. Write any other pertinent observations as to how the task was performed.

---

1. Say to the child, "Touch your shoulders."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

2. Say to the child, "Touch your hips."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

3. Say to the child, "Touch your head."

Date:					
Decisive in response					
Hesitant in response					
"Felt around" for part					

Remarks:

4. Say to the child, "Touch your ankles."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

5. Say to the child, "Touch your ears."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

6. Say to the child, "Touch your feet."

Date:					
Decisive in response					
Hesitant in response+					
Touched both parts					
"Felt around" for parts					

Remarks:

7. Say to the child, "Touch your eyes."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

8. Say to the child, "Touch your elbows."

Date:					
Decisive in response					
*Hesitant in response					
Touched both parts					
"Felt around" for parts					

*Slight hesitancy permissible because of change in posture.

Remarks:

9. Say to the child, "Touch your mouth."

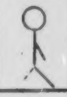
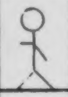
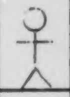
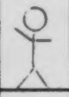
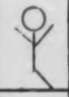
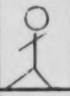
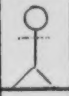
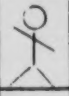
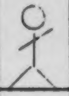
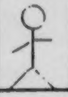
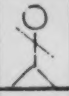
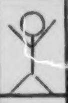
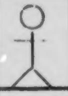
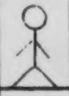
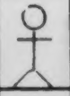
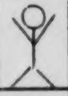
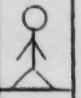
Date:					
Decisive in response					
Hesitant in response					
"Felt around" for part					

Remarks:

Imitation of Movement

Name____________________ Birthdate________ Date________ Examiner____________________

1. Ask the child to stand 8 or 10 feet away, facing the instructor, and far enough from walls or other obstructions so he will not strike them when he extends his arms.
2. With his hands loose at his sides, ask him to do whatever the instructor does.
3. Move through all patterns in order, left to right.
4. Observe how the child moves from one pattern to the next.

																	
1. Prompt, definiteness of movement.																	
2. Hesitancy or lack of certainty in response.																	
3. Abortive movement of arm which should move.																	
4. Arm moved in wrong direction, then correctly.																	
5. Reproduced pattern incorrectly, then corrected himself.																	
6. Reproduced pattern incorrectly, then had to be shown correct pattern.																	
7. Reversed examiner's movements.																	
8. Parallels examiner's movements.																	

Obstacle Course and Visual Achievement Form

OBSTACLE COURSE

Activity 1: Step over yardstick placed across seats of two chairs.

Date:					
Steps over with adequate estimation of height					
Knocks off yardstick					
Steps too high					

Remarks:

Activity 2: Go under yardstick placed between two objects about two inches lower than shoulder.

Date:					
Bends under yardstick with proper estimate of height					
Knocks off yardstick					
Bends too low					

Remarks:

Activity 3: Squeeze through narrow opening. (Use two chairs closely placed back-to-back.)

Date:					
Squeezes through without touching with proper estimate of space					
Touches a chair					
Tries to go without turning sideways					

Remarks:

VISUAL ACHIEVEMENT FORM - This is a test for figure-ground relationships.

Directions:

1. Sit directly across from child.
2. Give him a plain piece of paper, 8-1/2" x 11".
3. Say, "I want you to copy these seven drawings on this sheet of paper." Give no other directions.
4. Present drawings one at a time, beginning with a.

	a. ○	b. +	c. □	d. △	e. ◇	f. ⊠	g. ◇
1. Shifts or turns paper.							
2. Completes form as a whole.							
3. Completes segmentally.							
4. Size near size of materials.							

Remarks:

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Drawing Shapes

CHALKBOARD CIRCLE

Directions:
1. Ask the child to draw a circle.
2. Give no instructions as to size or characteristics.
3. Do not give direction as to handedness.
4. Give no direction as to placement or amount of space to use.
5. Check the description that best matches the child's response.

Observations: Preferred Hand

Date:					
Same as for other activities					
Different than for other activities					
Unsure of which hand					

Remarks:

Observations: Size of Drawing

Date:					
18" to 24"					
Very small; uses wrist and fingers					
Restricted in gross motor pattern					

Remarks:

Observations: Position of Drawing

Date:					
Midline					
Toward preferred hand					
Confusion in finding starting point					
Firm, strong movement					

Remarks:

Observations: Accuracy

Date:					
Distorted					
Smooth					

Remarks:

Observations: Direction

Date:					
Clockwise					
Counterclockwise					

Remarks:

DOUBLE CIRCLE

Directions:
1. Ask the child to draw two circles at the same time.
2. Give child a piece of chalk in each hand.
3. Repeat direction to draw two circles until diameters of 18-24 inches are achieved.
4. Allow child to choose his own position at board.
5. Give no direction as to placement or amount of space to use.
6. Do not demonstrate or describe movements.
7. Check the description that best matches the child's response.

Observations: Size of Drawings

Date:					
Both same size, 18" to 24"					
Both small					
One large and one small					

Remarks:

Observations: Direction

Date:					
Right hand counterclockwise					
Left hand clockwise					
Right hand clockwise					
Left hand counterclockwise					

Remarks:

Observations: Accuracy

Date:					
Distorted					
Smooth					

Remarks: (Duplicate)

Observations: Attention

Date:					
All attention given to one circle					
Leads with one hand					
More concern over one hand					
Equal attention to both hands					

Remarks:

LINES: LATERAL

Directions:
1. Ask the child to turn around so he cannot see the instructor.
2. Place an "X" about 18 inches to the left of the center of the board and a second "X" the same distance to the right.
3. Have child turn around and draw a straight line from one "X" to the other.
4. Give no direction as to hand preference.
5. Give no other instructions.
6. Check the description that best describes the child's response.

Observations: Use of Body

Date:					
Walks from left "X" to right "X" without moving hand or arm					
Stands stationary and connects "X's"					

Remarks:

Source: California Association of Health, Physical Education, and Recreation

RECEPTIVE LANGUAGE SURVEY

Name______________________________Birthdate______________________________

Date________________Examiner____

Key: + Can perform skill
- Has some skill: needs more work
0 Cannot perform skill

Non-Verbal		Comments
1.0 Turns upon hearing speaker		
2.0 Looks in direction of speaker		
3.0 Looks directly at speaker		
4.0 Looks at speaker's face		
5.0 Looks at speaker's mouth		
6.0 Responds kinesthetically when spoken to:		
6.1 Facial expression change		
6.2 Obeys command (stop, etc.)		
6.3 Turns at sound of first name		
7.0 Identifies by gesturing		
7.1 Points to ten body parts on verbal request		
7.2 Points to five family members on request		
7.3 Points to five household items on request		
7.4 Points to five items of clothing on request		
7.45 Points to at least 10 items of clothing on request		
7.5 Points to five pictures of foods on request		
7.55 Points to at least 10 pictures of foods on request		
7.56 Can identify by pointing at least 25 items of foods on request		
7.6 Responds to command given to a group		
7.7 Responds to command given individually		
7.8 Responds appropriately to use of I, me, my, mine		

Non-Verbal		Comments
7.9 Responds appropriately to use of he, she, it		
7.10 Responds appropriately to him, her, you, them		
7.11 Responds appropriately to his, hers, yours, theirs, ours		
7.12 Answers yes/no questions non-verbally		
7.13 Answers questions non-verbally concerning bodily state		
7.14 Points to or places objects on, in, out, on top, bottom, over, under, by, beside, behind, in front, in back, around, through, before, after		
7.15 Points to person associated with school/home		
7.16 Points to person associated with community (as policeman)		
7.17 Points to objects according to function		
. 7.18 Answers questions non-verbally involving concepts		
7.19 Answers questions pertaining to spoken materials, non-verbally		
8.0 Uses signing system to express wants, needs, ideas		
8.1 Can imitate signs with good approximations		
8.2 Can spontaneously sign with good approximations		
8.3 Can spontaneously sign at least 5 nouns		
8.4 Can spontaneously sign at least 10 nouns		
8.5 Can spontaneously sign at least 5 verb signs		
8.6 Can spontaneously sign at least 10 verb signs		
8.7 Has signing vocabulary of at least 35 nouns, verbs, adjectives, etc. (animals, colors, household objects)		
8.8 Can chain 2 signs in imitation		

Non-Verbal		Comments
8.9 Can chain 2 signs spontaneously		
8.10 Can chain 3 signs in imitation		
8.11 Can chain 3 signs spontaneously noun + verb + object		

Source: Receptive Language Survey
Adapted From: Behavior Assessment Guide
Kern County Public Schools
Kern County, California

SAFETY/SURVIVAL WORD VOCABULARY RECORD

Name________________________ Birthdate____________________

Date__________ Examiner________________________________

Recording key: ✓ Recognizes word consistently
+ Has some word recognition
/ Has no word recognition

SURVIVAL WORDS	Dates										
in											
out											
exit											
walk											
don't walk											
entrance											
fire escape											
hot											
cold											
open											
closed											
keep off											
keep out											
no trespassing											
private											
poison											
warning											
wet paint											
toilet											
bathroom											
restroom											
ladies											
boys											
girls											
men											
women											
gentlemen											
beware of dog											
telephone											
elevator											

SURVIVAL WORDS	Dates										
gasoline											
flammable											
emergency exit											
explosives											
fire extinguisher											
fragile											
watch your step											
help											
information											
live wires											
no admittance											
no loitering											
nurse											
office											
pull											
push											
r.r.											
slippery when wet											
stop											
taxi stop											
taxi stand											
combustible											
condemned											
do not cross											
do not use near open flame											
first aid											
out of order											

Source: Lyndia Lewis
Project HAPI

SPATIAL ORIENTATION INDIVIDUAL RECORD

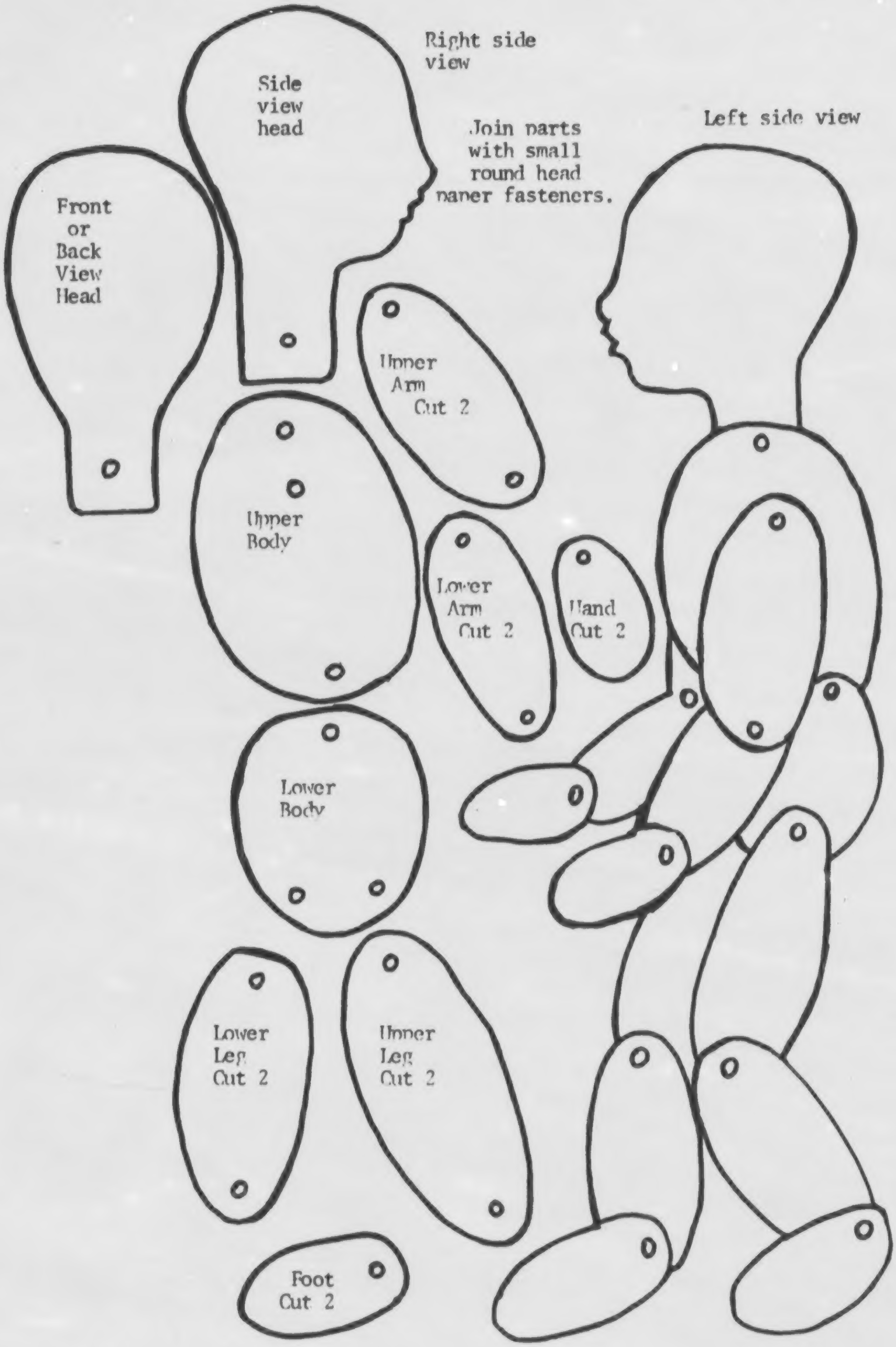
Name________________________________Birthdate________________________________

Date____________________Examiner____

Instructions	Immediate correct response				Immediate incorrect response				Hesitant correct response				Hesitant incorrect response			
Point up.																
Point in front of you.																
Point to your left heel.																
Point to the right side of your head.																
Stand with your back to me.																
Stand with your left side to me.																
Jump right.																
Hop left.																
Put your right hand on your left ear.																
Put your left knee over your right knee.																
Put an object between your legs.																
Put an object to your right.																
Put an object behind you.																
Touch your left hand to your right foot.																
Touch your right elbow to your left knee.																

General comments or constraints:______________________________________

Source: San Diego Unified School District


Right side view
Side view head
Front or Back View Head
Left side view
Upper Arm Cut 2
Upper Body
Lower Arm Cut 2
Hand Cut 2
Lower Body
Lower Leg Cut 2
Upper Leg Cut 2
Foot Cut 2

Join parts with small round head paper fasteners.

WORK TRAINING EVALUATION

Name________________________________Birthdate____________________________

Date_______________Examiner____________________________

WORK HABITS AND ATTITUDES	YES	NO	EXPLAIN
1. Gives adequate attention to task at hand			
2. Contacts supervisor when finished			
3. Works independently with only occasional reinforcement			
4. Spontaneously asks work-related questions			
5. Responds appropriately to unappealing work			
6. Reports to work at proper time			
7. Shows tolerance for sustained and/or repetitive efforts			
8. Shows tolerance for frustration			
9. Indicates needs in an acceptable manner			
10. Accepts constructive criticism			
11. Works effectively with others			
12. Willingly follows instructions			
13. Continues with work despite distractions			
14. Exhibits no inappropriate mannerisms			
15. Controls disruptive behavior			
BASIC WORK SKILLS			
1. Distinguishes between concepts "same" and "different"			
2. Distinguishes between concepts "short" and "long"			
3. Distinguishes between concepts "big" and "little"			
4. Distinguishes between concepts "thick" and "thin"			
5. Distinguishes between concepts "rough" and "smooth"			
6. Can perform simple perceptual discrimination tasks			
7. Can follow a 4-step sequential pattern			
8. Recognizes own name			
9. Can count items in 10's			
10. Can perform eye-hand and dexterity involved tasks such as: stapling 2 papers, folding paper in half or thirds, stamping in the middle, stringing small beads and assembling nuts and bolts			

Comments:

Source: Grossmont Work Training Center

PART III

INTERVENTION

INTERVENTION MATERIALS MATRIX

The information compiled in the Intervention Materials Matrix grew from the need to identify and procure commercially prepared instructional materials reflecting the most recent needs in special education, specifically, the implementation of PL 94-142. This matrix gives suggested sources of published intervention materials with accompanying brief descriptions. The reader is invited to add to the blank matrix form those materials which have value in special education.

INTERVENTION MATERIALS PAGE

- Academics 189
- Psychomotor 205
- Language 219
- Pre-Vocational and Vocational 235
- Social Adaptation 241
- Self-Help Skills 247

INTERVENTION MATERIALS

Academics

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
All By Myself Books	PM M	Attending while learning basic concepts, shapes, counting.	adaptable	Childcraft
Ball-Stick-Bird Reading Program	K	A reading program designed for non-readers using somewhat controversial approach. Program aims to clarify the difficulties of alphabet recognition by showing how each letter can be composed using three basic forms - a circle, a line and an angle. Utilizing visual, auditory, tactile and kinesthetic senses combined with linguistic approach to make learning to read more fun.	intermediate and up	Renée Fuller
Banking	AV	A set of five filmstrips and five cassettes that provide information on various aspects of dealing with money and banks. Sections included are: 1) use of bank 2) application for credit 3) savings accounts 4) checking accounts 5) credit cards. Teachers manual and suggested follow through activities.	adaptable upper levels	Metro American Productions
Basic Life Functions Instructional Program Model	PM	A curriculum guide for moderately to severely retarded covers ten persisting life-need areas. Constructed to assess abilities and build on them in a step-by-step approach.	TMR DCH	Wisconsin Department of Public Instruction
Books For Retarded Readers	T	Specialized readers, spellers and arithmetic texts devised to teach the mentally retarded, visually impaired and multi-handicapped.	all levels	Stanwix House

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Change And Bills Game	G	Facsimiles of bills and coins for development of money concepts systematic lessons.	intermediate and above	Opportunity for Learning
Classification Game Kit	K	Structures experiences in classifying objects by their normal surroundings.	intermediate	J. A. Preston Corporation
Colored Beaded Alphabet Charts	M	Red vowels, yellow consonants, with numbered arrows to direct visual and tactile formation of letters. 43" x 15".	intermediate	Goff's Educational Aids
Colored Beaded Alphabets	M	Capitals and lower cased; numbers also. Giant numbers and letters; raised numbers and dots provide visual, tactile, quantity concept. Flocked alphabet wall cards 7-1/8" x 17" cursive and manuscript.	intermediate	Goff's Educational Aids
Count To 10	PM	Teaches number concepts 1-10 through 50-step instructional program.	all levels	Opportunity For Learning

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Curriculum Cards And Performance Objectives For Preschool Children	K	Cross referenced file of curriculum cards with a statement of the objective of the activity, a suggested teaching method, a materials list and a post-test or technique for measuring the child's success. Suggestions for skills associated with remembering, seeing likenesses and differences, perceiving relationships and basic cognitive skills.	M.A. 0-6	Adapt Press
A Data Based Classroom For The Moderately And Severely Handicapped	PM	Curriculum guide; strategies, suggestions, procedures for implementation.	all levels	Instructional Development Corporation
Distar Reading Program	K	Sequential programmed reading series. The series can be used with group or individually. Fast moving, best for intermediate and upper level learners, with adaptations.	adaptable	Science Research (SRA)
Dubnoff School Program I	K	Three levels, steps broken into sequential steps from single strokes to point of transition from manuscript to cursive writing; guide and lesson plans included.	intermediate	Teaching Resources
Edmark Reading Program	K	Especially designed for non-readers, systematic lessons give learner small steps to master. Materials for learners and teachers are included in kit. Materials include pre-reading lessons. Discrimination test, word recognition lessons, pre-post tests, direction book lessons, picture/phrase matching lessons... and guide book for teacher, lessons can be taught by para-professional volunteer or parent.	primary and above	Edmark Associates

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*Source: See Appendix for vendor's address

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Educating The Severely And Profoundly Retarded	PM	Source book of theory and strategies.	all levels	University Park Press
An Educational Curriculum For The Moderately, Severely And Profoundly Mentally Handicapped Pupil	PM	Curriculum guide.	all levels	Charles C. Thomas
An Experimental Reading Program For Neurologically Impaired, Mentally Retarded, And Severely Emotionally Disturbed Children	PM	Describes a reading program prototype.	adaptable	Hewett, Mayhew, Rabb American Journal of Orthopsychiatry
Fay's Third Fifty	PM	Suggestions and activities to teach color, follow directions, same, different, comprehension.	adaptable	Edmark Associates
Functional Mathematics For The Mentally Retarded	PM T	A comprehensive, sequential program of teaching mathematical concepts to the mentally retarded at various levels; suggests techniques for developing quantitative concepts that apply skills in realistic life situations.	intermediate	Charles E. Merrill

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Goal Math Program	K	Sequential units with lesson plans designed to give learners experiences to develop skills in one to one matching, geometric shapes, sets, whole numbers and rational counting. Adaptable to functional abilities of learner.	adaptable primary and above	Milton Bradley Co.
Grolier Creative	PM T	Individualized program for the non-reader who has reached and passed the reading readiness level. 737 sight word vocabulary utilizing 296 lessons on 1,600 lesson cards. Lessons are compiled. 148 unbreakable records and 3 specifically designed record players for student use.	intermediate and up	Grolier Educational Corporation
Guide To Early Developmental Training - Wabash Center For The Mentally Retarded	PM	Source for utilizing developmental strategies in teaching severely handicapped.	adaptable	Allyn & Bacon, Inc.
How To Use The Telephone Kit	K	Means of practice for telephone usage; includes record, color-coded manipulatives for use over touch dial phone; spirit-masters for follow through activities. Teachers guide included.	adaptable intermediate and up	Instructo Corporation, McGraw Hill
Independent Activities	PM	Duplicator activities that reinforce concepts learners know; spirit masters for most curriculum areas.	intermediate and above	Continental Press, Inc.

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Individualized Programming For The Severely Multiply Handicapped	PM	Strategies, procedures, materials, implementation plans.	adaptable	Texas Regional Resource Center
The Johnny Right-To-Read Program	K	Designed to be used with the older child that has not developed reading skills.	upper	Academic Therapy Publications
Launch	PM	A handbook of projects, games and experiences to motivate development of basic concepts. Some modifications and adaptation necessary.	all levels	Educational Performance Association
Learn By Touch Numbers	M	Engages kinesthetic sense that child can manipulate while developing number concepts.	intermediate and above	J. A. Preston Corporation
Learning Basic Skills Through Music	AV	2 volumes songs that can be included in activities to reinforce and teach basic concepts.	adaptable	Children's Music Store

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
No Read Math Activities	K	A set of key sort cards that depict different math activities. Lower elementary cards are most appropriate, but level depends on skill development of learner.	primary intermediate	Midwest Publications Company, Inc.
Parkinson Program Reading Readiness Kit	K	Collection of flash cards form boards, geometric forms, worksheets and teachers guide for development of basic skills in visual discrimination, spatial discrimination, auditory discrimination and concept formation. Adaptable materials.	M.A. 3.6-4.6	Follett Education Corporation
Peabody Early Experiences Kit (PEEK)	K	With some additional task analysis of activities suggested, most activities for cognitive concept development can be utilitzed.	preschool to intermediate	American Guidance Service, Inc.
A Place To Start	PM	A list of books with a high interest level and low vocabulary level and cross index according to subject matter and level of competence.	adaptable	Syracuse University Reading Center
A Prescriptive Behavioral Checklist For The Severely and Profoundly Retarded	PM	Fulfills requirements of evaluating severely and profoundly retarded children and prescribes methods of teaching skills. Checklists cover: eye-hand coordination, language development, physical eating problems and motor development. Each objective on checklist has corresponding task analysis which breaks down the objective into easy-to-teach steps.	TMR DCH	University Park Press

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Learning Through Music	PM	Suggestions for 42 activities (100 variations) to teach attention, perceptual-motor, limit setting, relational, number concepts, language. Five cassettes and guide.	adaptable	Teaching Resources
Learning Through Songs	PM	Sixteen songs with variation and two cassettes; uses children as vocal models; skills and concepts presented are: self-concept and social perception.	adaptable	Teaching Resources
Look, Listen, Read	AV	Audio-visual means of providing reading and language arts in story form.	all ages	AK Films
Me Now	M K	Designed for EMR. Can be adapted for high level TMR's. Four units: I. Digestion and Circulation, II. Respiration and Excretion, III. Movement, Support, and Sensory Perception, IV. Growth and Development. Worksheets, posters, models audio-visual media combined in each unit.	adaptable intermediate and up	Hubbard
Name Writing	K	Individualized program designed to train learners to write name from memory utilizing instructional units based on letter order, stencils, and tracing.	adaptable	Hubbard

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Project Memphis: Lesson Plans For Enhancing Preschool Developmental Progress	PM	Lesson plans structured for training developmental cognitive skills; plans include objectives, suggested procedures, criteria, equipment.	pre-school DCH	Ferron Publishing Company
Rebus Reading Program	K	Programmed introduction to reading, presented first through rebuses (picture words) and then sequentially through a combination of rebuses and traditional orthography (spelled words). Program contains cards, workbooks, and teachers guide. Readiness and transition levels available.	adaptable	American Guidance Service, Inc.
Remedial Techniques in Basic School Subjects	PM	Suggested teaching strategies/techniques for remediating in basic curriculum/concept areas. Many suggestions can be adapted for use with TMR and multi-handicapped.	adaptable	McGraw Hill
Roll'n Write	M	Twenty-six gravity flow molded letters to train and reinforce letter formation using motor-visual method.		Educational Performance, Inc.
Sequence Picture Cards	M	Develop an understanding of cause and effect.	adaptable	Teaching Resources

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Skill Master	AV	Combination cassette recorder/player and card reader; reader snaps onto position where the cassette normally fits; machine will play language master cards, audiotheque. Machine can be converted to regular player.	adaptable	MCM Corporation
Special Education Teachers Kit	K	A guidebook for teachers and 145 spirit masters for students in areas of math, vocabulary development, science, art and music.	intermediate	Syl-Bern, Inc.
Special Techniques For Teaching The Severely And Profoundly Retarded	PM	Suggested practices, procedures and strategies for training.	flexible	Allegheny Intermediate - Unit 3
Sullivan Programmed Reading Series	T	Sequenced program of reading instruction based on immediate reinforcement of response visually; adaptable for use with some TMR learners.	intermediate	Behavioral Research Laborial Ladera Professional Center
System 80 E	AV	Machine record and filmstrip which is viewed on a large mounted TV size screen. Auditory and visual information are synchronized. Learner responds to an instruction by pushing one of five response buttons directly below the screen. If a wrong response is chosen the visual and oral messages are repeated and learner must respond again. Lessons are organized drill. Math, language, reading and other programs are available.	adaptable	Borg-Warner Educational Systems

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Systematic Instruction Of The Severely Handicapped: Teaching Sequences	PM	Procedures and instructional strategies for the severely handicapped.	flexible	Massachusetts Center for Program Development and Evaluation
Tactile Letter Set	M	Letter recognition, sound association and other preacademic skills can be taught utilizing tactile-kinesthetic approach. Lower and upper case letters are included.	primary intermediate and above	J. A. Preston Corporation
Teaching The Moderately And Severely Retarded Vol. III	PM	Complete curriculum guide, utilizing systematic instruction.	adaptable	Edmark Associates
Teaching Reading To Mentally Retarded Children	PM	Suggested methods, activities, strategies for teaching reading.	adaptable	T. S. Denison & Company
The Teaching Research Curriculum For Moderately And Severely Handicapped	PM	Curriculum guide.	all levels	Charles C. Thomas

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Telling Time	M	Modular ten-unit program designed to train skills needed to tell time; pretest to determine presentation sequence.	M.A. 5 up	Hubbard
Toward The Development And Implementation Of An Empirically Based Public School Program For Trainable Mentally Retarded And Severely Emotionally Disturbed	PM	Curriculum and research results for vocational home living, academics, leisure time, and social skills.	adaptable	Madison Public Schools
What's Missing Cards	M	Develop perception of parts to whole.	adaptable	Teaching Resources
What's Wrong Here	PM	Three separate sets; occupations, recreation, daily living activities, 10 concepts in each set, divided in four sequences; 8½" x 11" cards.	intermediate and up	Teaching Resources
Workjobs	PM	Teacher workbook for activities in cognitive areas.	intermediate and above	Addison Wesley Publishing Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Your Developmentally Retarded Child Can Communicate	P	Dr. Molloy has the fine collection of teaching strategies for cognitive concept development included in this book that are useful to teachers of TMR-DCH learners.	all ages	John Day Company

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INTERVENTION MATERIALS MATRIX

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INTERVENTION MATERIALS MATRIX

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS

Psychomotor

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Action	PM	A handbook of classroom ideas to motivate motor abilities. Some games and activities must be modified or adapted.	all ages	Educational Performance Association
Adjustable Walker	M	Provides support for individuals acquiring walking skills.	all ages	J. A. Preston Corporation
All By Myself Books (Six Books)	M	Learners attend, listen, manipulate objects in stories; opening zipper, counting objects, maneuvering clock hands, wiggling a worm puppet, opening doors, etc.	young DCH	Childcraft
Baby Exercise Book	PM	Exercises and materials easy to do and make to develop gross motor skills.	young children	Pantheon Books
Balance Beam	M	Utilized to provide experiences in balance, hand-eye coordination.	adaptable	Lakeshore and DLM Classroom Supply Store

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Barrell Roll	M	Apparatus for training balance and providing vestibular stimulation.	young intermediate	J. A. Preston Corporation
Bean Bags	M	Can be a very important teaching tool used in a variety of teaching strategies. Bean bags can be used to develop large and small muscle groups in skill development.	all levels	Teacher-made or Developmental Learning Materials
Bobath Or Handle Ball	M	Provides a means of giving experiences that develop prone, supine, sitting and kneeling balance, vestibular stimulation and equilibrium reactions. Comes in several sizes.	all ages	Skill Development Equipment Company or J. A. Preston Corporation
Bo-Bo Clown	M	Can be used for a number of strategies, including throwing at a target, developing large upper shoulder muscles, hand-eye coordination.	adaptable	Creative Playthings
Body Parts Activity Cards	M	Sixteen 6" x 10" cards to develop body awareness.	adaptable	Lakeshore

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Busy Blocks	M	Busy Blocks provide means to give the learner experiences and opportunities to develop fine motor skills and practice in dressing skills.	intermediate and above	Skill Development Equipment Company
CARE Curriculum	PM	Complete curriculum: assessment, strategies, resources.	all levels adaptable	Office of the Los Angeles County Superintendent of Schools
Children Move To Learn	PM	Assessment through observation and progress record; five major areas: head control, reaching grasping, trunk control and sitting, early mobility, pre-walking and walking.	DCH preschool	Communication Skill Builders
Circle Balance Discs	M	Rubber discs which can be used in balance practice and body awareness training.	all ages	J. A. Preston Corporation
Crawligator	M	Used in a variety of activities to develop upper shoulder coordination and strength: integrate reflex residuals of T.L.R.	6 mo.- 3 yrs.	Creative Playthings GW School Supply

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INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Crawling Tunnel	M	Cloth or vinyl tunnel for creeping or crawling through, visual tactile sense stimulation.	all ages	J. A. Preston Corporation
Daily Sensorimotor Training Activities	PM	Daily lessons to develop perceptual awareness and motor ability. Suitable for follow-through activities for parents to do in the home.	primary and above	Educational Activities
Dapper Dan/Dressy Bessy	M	Doll with sewn-on clothing which provides learner experiences and practice in buttoning, lacing, snapping, buckling and tying.	intermediate	Playskool
Developmental Games For The Physically Handicapped Child	PM	Collection of games for the physically handicapped child.	primary	Educational Activities
The Developmental Therapist	PM	Theories of child development, evaluation of psychomotor areas and systems, framework of basic knowledgment about neuromuscular system.	all ages	Charles B. Slack, Inc.

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*Source: See Appendix for vendor's address

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Dyna-Balance Rocking Platform	M	Encourages balance and equilibrium development in sitting, kneeling, and standing positions; provides vestibular stimulation.	all ages	Developmental Learning Materials or J. A. Preston Corporation
Dyna-Balance Walking Board	M	Encourages development of equilibrium and balance and coordination of walking gait.	intermediate and above	Developmental Learning Materials or J. A. Preston Corporation
Faces And Figure Puzzles	M	Sixteen 3-6 pieces, diagonal and straight cuts, uncut visual model provided.	intermediate and up	Teaching Resources
Fay's First Fifty and Fay's Second Fifty	PM	Quick ideas for teachers of young DCH severely handicapped children. Areas: manipulative, motor, directional concepts, body balance.	young children	Edmark Associates
Fold Mats	M	Surface padding for instruction of gross motor skills of rolling, somersaulting, creeping, crawling, and tumbling.	all levels	Skill Development Equipment Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Foot Placement Ladder	M	Specially designed for beginning walking and balance training.	all ages	J. A. Preston Corporation
Fruit And Animal Puzzles	M	Forty-two very simple puzzles - 3-4 pieces. Visual motor, fine motor integration experiences.	pre-school and up	Teaching Resources
Easy Grip Scissors	M	For learners that do not have adequate small muscle control to manipulate standard scissors or are just beginning to cut independently.	all ages	Developmental Learning Materials
Handling The Young Cerebral Palsied Child At Home	PM	Suggestions for motor activities, equipment, and techniques to develop psychomotor skills.	adapt-able	E. P. Dutton & Company
Hands And Feet Crawling Patterns	M	Visual aid for placement of hands and feet.	all ages	J. A. Preston Corporation

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Hip Activity Manual	PM	Sourcebook of materials and activities for psychomotor, art, swimming and other curriculum components.	adaptable DCH	Pacific State Hospital
Jack Capon Materials	PM	Suggested activities, objectives and materials to develop basic motor and perceptual skills. Series of booklets.	adaptable	Physical Education Publications
I Can	K	Four programs to improve motor skills and self-image: fundamental skills, body management, health fitness, aquatics. Adaptable for TMR; performance objectives and strategies included.	pre-school and up	Hubbard
Improvised Physical Education And Recreation Suitable For Use With The Mentally Retarded Child	PM	Curriculum source book of activities and games modified and adapted for exceptional children.	all ages	Walworth County Special School
Incline Mats	M	Assist in stunt and skill development in rolling, somersaulting, walking, etc.; a variety of equilibrium skills can be taught also.	all ages	Skill Development Equipment Company

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Large Body Puzzle	M	Provides means by which learner can conceptualize body parts and their relationships to each other and to space.	intermediate and up	Developmental Learning Materials
More Than Words: Movement Activities For Children	PM	Suggestions for activities in the sensory motor perceptual area specifically designed for children with special needs.	adaptable	Parents for Movement Publications
Motor Academic Perceptual Curriculum Guide (M.A.P. Project)	PM	Curriculum guide.	all ages	M-A-P Project ARIN Intermediate Unit 28
Motor Performance And Recreation Instruction	PM	Teaching strategies for developing and training motor and recreational skills. (Illinois Program)	all ages	Interstate Printers and Publishers, Inc.
Motoric Aids To Perceptual Training	PM	Source book in theory and application for teachers in remediation of specific motor problems.	intermediate	Charles Merrill Publishing Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Movement Education For Infants	PM	Theory and suggested activities for movement experiences for exceptional infants.	preschool and primary	Inner London Education Authority
Movement Exploration And Games For The Mentally Retarded	PM	Book contains theory and suggestions for application for development of body image, space awareness, self-confidence, visual focusing, balance and hand-eye coordination for the retarded.	adaptable	Educational Activities
Multivariant Sequencing Beads And Patterns	M	Experiences in visual perception and visual sequencing can be structured according to learners abilities.	intermediate and above	Developmental Learning Materials
Occupational Therapy For Mentally Retarded Children	PM	Management techniques and procedures for transportation, adaptive equipment, and activities to enhance motor functioning.	adaptable	Edmark Associates
Pegboard and Pegboard Designs	M	Pegboard activities develop readiness for higher level cognitive skills, finger dexterity, visual motor matching and tactile experiences in line and form necessary in some vocational skills.	intermediate and above	Developmental Learning Materials

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Perceptual And Motor Development In Infants And Children	PM	Theory and strategies for implementing perceptual and motor programs.	adaptable	MacMillan Company
Perceptual Motor Development Curriculum	PM	Curriculum guide.	adaptable	Allegheny Intermediate Unit 3
Perceptual-Motor Learning	PM	Theory and practical application of perceptual motor learning for teachers with suggested materials.	all levels	Peek Publications
Project Memphis: Lesson Plans For Enhancing Pre-School Developmental Progress	PM	Predesigned lessons for teaching developmental motor skills· objectives, suggested procedures, equipment, criteria given.	pre-school DCH	Fearon Publishing Company
Promoting Ambulation In The Severely Retarded Child	PM	Report of research; procedure for implementation.	adaptable	Mental Retardation 1970 Volume 8

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INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Rhythmic Parachute Play	AV	Collection of popular tunes arranged in modern pop style with directions on one side of record and only the music on the other.	all ages	Educational Activities
Scooter Boards	M	Used in variety of activities to develop upper shoulder coordination and strength; integrate reflex residuals of T.L.R.	all ages	Developmental Learning Materials J. A. Preston Corporation
Size Boards, Form Boards, And Cylinder Blocks	M	Visual perceptive and fine motor.	all ages	Developmental Learning Materials
Skill Development Equipment For Use With The Physically Handicapped And Retarded	PM	Suggested strategies for use of equipment and materials to develop gross and fine motor skills.	adaptable	Skill Development Equipment Company
Spot Trainer	M	Provides necessary postural position for learners with poor coordination and muscle tone position, and support body for stunts. It also can be used to develop improved sitting balance.	all ages	Skill Development Equipment Company

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
A Step-By-Step Learning Guide for Retarded Infants	PM	Program guide; suggested procedures and strategies.	infant preschool DCH	University Press
A Stimulation Program For Young Sensory-Impaired, Multi-handicapped Children	PM	Description of program; research report.	infant DCH	Education and Training of the Mentally Retarded 1976 Volume II pages 12-17
Tactile Surface Set	M	Set of 16 discs to facilitate learner awareness and discrimination of textures using touch.	all levels	J. A. Preston Corporation
Visual Discrimination Flip Book	T	Sixteen exercises that contain graded exercises in visual discrimination and visual memory.	intermediate and above	Developmental Learning Materials
Weights	M	A helpful tool in developing body movement and coordination skills. Weights can enhance body awareness and strengthen muscles.	all levels	Developmental Learning Materials and J. A. Preston Corporation

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Winterhaven Lions Perceptual Program	PM	Program of suggested training techniques and activities for remediation of perceptual difficulties.	adaptable	Star Press
Wire Frame Sequence	M	Experiences in relative movements, one hand movement wrist rotation.	adaptable	Childcraft

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INTERVENTION MATERIALS MATRIX

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INTERVENTION MATERIALS MATRIX

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*Source: See Appendix for vendor's address

INTERVENTION MATERIALS

Language

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
ABC's Of Sign Language	PM	Realistic illustrations of sign, word and object.	adaptable	Morden Education Corporation
Aids To Psycholinguistic Teaching	PM	Source book for teachers on specific activities to remediate linguistic difficulties.	adaptable	Charles Merrill Publishing Company
Associations	PM	Deck of 50 picture cards to develop skills in categorizing, classifying and related objects; activities guide included.	intermediate and up	Teaching Resources
The Autistic Child: Language Development Through Behavioral Modification	PM	Theory and suggested procedure for language development.	all levels	Irvington Publishers
BE-BA BO Activities	PM	Manual of highly motivating activities for developing body image laterality-directionality, tactile-kinesthetic and auditory-cognitive discrimination. Each activity lists specific objectives, needed materials and procedure.	preschool primary intermediate	Ideal Supply Company

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
CARE Curriculum	PM	Assessment, strategies, activities, and complete language curriculum.	all levels	Office of Los Angeles County Superintendent of Schools
Categories	PM	One hundred picture cards to reinforce and teach classification skills.	intermediate and up	Teaching Resources
Developmental Language Lessons	K	Three hundred fourteen language lessons designed to teach basic grammatical structures in conversational setting. Lessons correspond to Laura Lee's Developmental Sentence Scoring.	adaptable	Teaching Resources
Distar Language Program	K	Develops and trains language structure and vocabulary. Lessons are designed to provide maximum reinforcement by repeating responses.	adaptable	Science Resource Associates
Early Childhood Activity Program For Handicapped Children	PM	Activities outlined provide numerous ideas on "what" and "how" to teach the young handicapped child.	young children	Educational Press

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Early Childhood Enrichment Kit, Unit II	K	Contains enrichment activities that develop language skills, units on pets, farm animals, families and community workers, etc. A comprehensive teachers guide demonstrates how the material can be used to develop verbal expression by focusing on labeling and attention span, categories and associative skills. Some modifications must be made for TMR learners; learners need to be verbal.	intermediate and above M.A. 3-	Lakeshore Curriculum Materials Company
Education And Care Of Moderately And Severely Retarded Children	PM	Activities and suggestions for language, speech, and related skills for retarded children.	all levels	Special Child Publications
Educational Programming For The Severely And Profoundly Handicapped	PM	Basic considerations in the development of communicative and interactive skills for non-vocal severely and profoundly handicapped.	adaptable	Council for Exceptional Children
Familiar Sounds (Tape or Record)	AV	Fifty familiar sounds with flash cards to teach sound identification, awareness, and sound association to objects in environment.	all ages	Developmental Learning Material
Family Hand Puppets	M	Encourages verbalization: white and black family.	adaptable	Childcraft

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Fay's Third Fifty	PM	Suggestions and activities on teaching colors, comprehension, same, different.	Young Children	Edmark Associates
Fokes Sentence Builder	K	Five color-coded boxes representing five categories of words (who, what, is doing, which and where) to help learners develop skills of verbal expression, comprehension and sentence construction.	intermediate and up	Teaching Resources
Functional Speech And Language Training For The Severely Handicapped	PM	Suggested materials and procedures for basic language program for the severely handicapped.	all levels	H. & H. Enterprises
Functions Cards	PM M	Deck of 70 picture cards to develop ability to categorize, classify and relate objects; games and activities guide included.	intermediate and up	Teaching Resources
Goal Kit: A Language Program	K	Contains model lesson cards, manipulative objects, picture cards and manipulative games. Teachers manual contains suggestions, procedures for developing specific skills. Adaptation necessary for some DCH and TMR learners.	preschool primary intermediate	Milton Bradley Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Interphone	M	Transmits voices and sounds across 45 foot line. Operates on "c" batteries; encourages verbalization, practice in phone communication.	adaptable	Childcraft
Handling The Young Cerebral-palsied Child At Home	PM	Provides strategies and techniques for developing skills.	all ages	E. P. Dutton & Company
Helping The Trainable Mentally Retarded Child Develop Speech And Language	PM	Activities and strategies divided into five major sections.	all ages	Charles C. Thomas
Helping Young Children Develop Language Skills	PM	Games, stories, projects and activities to develop and expand language activities; additional sources for materials included.	adaptable	Council for Exceptional Children
Initial Expressive Language Program	PM	Adaptable for non-verbal to learners who speak in less than five words. Theory and organizational structure, 375 picture cards, 6 student placement tests. Program includes: establishing eye contact, motor imitation, motor and vocal imitation, verbal imitation, identification of objects and actions, verbal and vowel chains, words, phrases, word chaining through imitation.	all ages	Edmark Associates

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Language Acquisition Program For The Retarded or Multiply Impaired	PM	A step-by-step sequential language program designed to teach a language system which may be predominantly oral, manual or a combination of both. Skills are sequenced according to difficulty including attending skills, pre-verbal, verbal receptive skills and verbal expressive skills.	all ages	Research Press
Language-Based Curriculum For The Mentally Retarded	PM	Report of research. Model program description.	adaptable	Mental Retardation
Language Intervention With The Retarded	PM	Strategies and theory for developing language in retarded learners.	adaptable	University Park Press
Language Master (Model 717)	AV	Provides a vocal and visual model for reading, language development and other curriculum ideas.	all ages	Bell & Howell Audio-Visual Products Division
Language Perspectives: Acquisition, Retardation, And Intervention	PM	A review of research in communication, placed in context of practical application. Chapter VII deals specifically with language intervention for the mentally retarded. Specific strategies suggested.	all ages	University Press

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
A Language Program For The Non-language Child	PM	Program for implementation of a language training program which can be used effectively with deaf, dysphasic, echolalic and metally retarded children.	adaptable	Research Press
Language Therapy For The Non-speaking Retarded Child	PM	Training strategies for language deficient children p. 268-300. Suggested procedures and remedial plan.	all levels adaptable	Mental Retardation 1969 Volume 7 pages 22-25
Learning Through Music	PM	Five cassettes and guide with 42 suggested activities for teaching language skills, attention, perceptual motor limit setting and other skills.	adaptable	Teaching Resources
Learning Through Songs	PM	Sixteen songs with variations and two cassettes; uses children as vocal models; skills and concepts presented are: general knowledge, classification, language development self concept and social perception.	adaptable	Teaching Resources
Living Parts And Wholes	PM	Thirty-six photo cards (3 x 4 inches) illustrating parts and wholes of familiar animals and a person; guide and suggested activities included.	adaptable	Teaching Resources

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INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Me Doll	M	Mirrored face provides reinforcement for learner vocalization.	pre-school through inter-mediate	Childcraft
My Speech Workbook	PM	Workbooks for auditory discrimination and listening skills. Based on see it, say it, hear it, feel it, do it application of learning theory.	inter-medi-ate and up	Syl-Bern, Inc.
The Non-verbal Child	PM	A theory and procedure aid in better understanding the mani-fold problems of the non-verbal child. The systems related to speech and language are reviewed and suggestions are given.	all ages	Charles Thomas Publisher
Non-vocal Communication Techniques And Aids For The Severely Handicapped	PM	Gathers in one place much of the information about what is being done in this area in the United States and the world.	adapt-able	Research Press
Peabody Articulation Decks	K	Picture cards organized according to target sounds: 1) b-m-p 2) ch-sh 3) f-v 4) g-k 5) l 6) r 7) s 8) th breath, th voiced 9) z 10) l, r-s blends Cards elicit target sounds in initial, medial and final positions.	adapt-able	American Guidance Service, Inc.

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* *Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Peabody Early Experiences Kit (PEEK)	K	Contains activities which cover content areas essential to development of language, speech, body awareness, and cognitive areas. The kit contains records (or cassette tapes), puppets, beads and string, pocket chart, easel, fishing pole, posters small objects, 2 sound makers, 6 plastic tumblers, 2 cloth balls of varying texture, 4 sorting bags, and other materials. The best feature for instructions for TMR and DCH learners are the 355 full color triple laminated photopictures. Some activities require breaking into smaller tasks for teaching to learners who find it difficult to learn. DCH teachers may find that the records, cloth balls, and photo pictures are most appropriate for their learners, although with adaptations most of the kit can be used. Deck of 460 cards (photo pictures, shape pictures, story cards and song cards).	pre-school to intermediate M.A. 3-	American Guidance Service, Inc.
Peabody Language Development Kits	K	Four kits, beginning with learners M.A. 3. Each kit contains a teacher's guide with suggested lessons, which can be modified if necessary according to group and individual functioning levels. Appropriate manipulative and audio-visual materials are included at each level (sound records and cards, puppets, disassembled manikin, posters, picture cards, and 21 life sized fruits and vegetables (level P only)). Level P, 1, 2 are suggested for the TMR learners, and with adaptation, records, puppets, manikin, picture cards and foods can be used successfully with DCH learners. Many activities require some expressive vocabulary be present. No pre-speech activities included. KIT MA KIT MA P 3-5 #2 6-8 #1 4½-6½ #3 7½-9½	adaptable	American Guidance Aervice, Inc.
Play It By Sign	PM	Twenty-six games for fun and reinforce learning of sign language.	adaptable	Edmark Associates

Type: *PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games*

**Source:* *See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Project Memphis: Lesson Plans For Enhancing Preschool Developmental Progress	PM	Suggested activities with defined objective, suggested equipment, procedure and criteria of achievement.	preschool DCH	Project Memphis Fearon Publishing Company
Rebus Reading Program	K	Adaptable to use with TMR learners as a language program. Rebus cards paired with total communication system provides basis for language expansion activities.	adaptable	American Guidance Service, Inc.
San Juan Training Program	K	Contains task analyzed lessons for speech and language develment and associated skills. Assessment means included.	young children DCH	San Juan Unified School District
Sequential Testing And Educational Programming (STEP)	T	A complete program for children in these areas: auditory, visual, speech, gross and fine motor. Similar to Behavior Characteristics Chart with an annotated list of books and materials.	adaptable	Academic Therapy Publications
Sign Language For Everyone	PM	Four hundred illustrated signs for self, family, friends, emotions, body parts, colors, numbers, clothing, grooming, items for house, etc.	adaptable	Edmark Associates

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Sound I Can Hear	AV	Program to train auditory awareness, discrimination and association.	all levels	Scott Foresman Company
Speech And Language Delay: A Home Training Program	PM	Procedure for speech and language development in the home.	adaptable	Charles C. Thomas Publishers
Speech Mirror	AV	Assist learner in seeing how tongue, lips, mouth, teeth are placed to make speech sounds.	all levels	Ideal Company
Step Text	K	Twenty-two book sequenced program designed to develop cognitive skills, language ability and social adaptability in young children. Color photographs accompany each story. Key vocabulary words introduced in stories. Sections are divided by complexity. A teachers guide is included.	primary intermediate	Advanced Learning Concepts
Steps To Attending	PM	Using principles of contingency management to establish appropriate attending skills as pre-requisites for receptive and expressive language; concept formation.	adaptable	Communication Skill Builders, Inc.

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Systematic Instruction For Retarded Children Part II	PM	Sequenced language and speech lessons to develop skills in speech production and language usage.	adaptable	Interstate Printers and Publishers, Inc.
System FORE	PM	Curriculum specifically designed for trainable learners to develop sequential language and speech skills.	all levels	System FORE
Talk With Your Hands, Volumes I, II	PM	Provides pictures with diagrams for utilizing total communication system.	all ages	David Watson
Teaching Language To Non-verbal Children -- With Emphasis On Problems Of Generalization	PM	Research report; program proto-type.	adaptable	Psychological Bulletin, 1975 Volume 82, pages 565-580
Teaching Special Children	PM	Contributions by D. D. Bricker, K. F. Ruder, L. Vincent: pages 301-341. An intervention strategy for language-deficient children.	all levels	McGraw Hill

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Teaching Speech To A Non-verbal Child	PM	Utilizes behavorial approach. Train and increase verbalization and functional speech.	adaptable	Edmark Associates
Teaching The Moderately And Severely Retarded, Volume II	PM	Complete curriculum utilizing systematic instruction to train communication, socialization, safety and leisure-time skills.	adaptable	Edmark Associates
Teaching The Severely Handicapped	PM	Language development program for severely handicapped children.	adaptable	Grune and Stratton
Teletrainer	AV	Can be used to stimulate speech and language in many ways. Trains specifically appropriate use of phone and conversational skills.	all ages	Pacific Telephone Company or American Telephone and Telegraph
Trainable Children	PM	Contains specific techniques and procedures for developing speech and language; materials and curriculum content for language and speech for developmentally delayed learners.	all ages	John Day Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Viewcom Patient Communicator	AV	Visual aid for helping individuals with speech disabilities communicate needs. Uses pictures or word messages to question or respond. Individual lights up desired message.	intermediate, adult	J. A. Preston Corporation
Voxcom	AV	Tape recorder which allows teacher to make personalized individualized lessons. Talk tape can be applied to pictures, clippings, articles, etc., and auditory recording made by teacher. Excellent for learning center activities.	intermediate and up	Keith Crawley, Educational materials
We Dress For The Weather	M	Fifty-seven piece material for flannel board story; boy and girl dress for weather changes.	adaptable	Instructor
What's Wrong Here	PM	Picture cards to teach observation, reasoning and recognition of absurdities.	intermediate and up	Teaching Resources
Your Developmentally Retarded Child Can Communicate	PM	A guide for parents and teachers in theory, practical application of theory and suggested activities for speech and language development.	all ages	John Day Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS

Pre-Vocational and Vocational

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
An Attainable Occupational Goal	PM	Brief discussion of considerations for deciding on appropriate goals for occupational training.	adaptable	Crippled Child Magazine National Society for Crippled Children and Adults, Inc.
Completed Task Analyses Available For Training	PM	Over 100 task analyses developed to train a variety of task. List available.	all levels	The California Project
Contract Procurement Practices Of Sheltered Workshops (1963)	PM	Suggested method for contract procurement.	adult	National Society for Crippled Children and Adults, Inc.
The Development And Implementation Of A Public School Pre-Vocational Training Program For Trainable Level Retarded And Severely Emotionally Disturbed Students	PM	Describes strategies, ideas, suggests educational philosophy. (Book 2)	young adults	Maidson Public School
Fundamentals In Organizing A Sheltered Workshop For The Mentally Retarded (1962)	PM	Structure for setting up workshop for mentally retarded.	adult	National Association for Retarded Citizens

Type: PM = Printed Materials, T = Textbooks, AV = Audio-Visual, K = Kits, M = Manipulative Materials, G = Games

**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Guide To Job Placement Of The Mentally Retarded	PM	Strategies, suggestions for organizing job placement.	adult	President's Committee on Employment of Handicapped (1964)
Independent-Living Sequential Cards	PM	Encourages sequential thinking, language and visual perception photography-like pictures; washing clothes, vacuuming, mopping, dusting, sweeping.	upper	Developmental Learning Materials
Multi-Media Program	AV	Sequential learning programs utilizing audio-visual media and workbooks. Available program includes finding a job, office worker, applications and forms and others.	adaptable	Interpretive Education
PPPT Program	K	Contains assessment forms. Teaching strategies and materials for developing and training skills in independent living skills, personal hygiene, housekeeping, etc. A complete curriculum for pre-vocational learner.	adaptable	Humboldt Department of Education
Pre-Workshop Skills For The Trainable: A Sequential Technique	PM	Task analysis is demonstrated through training trainable mentally retarded children to perform successfully in workshop activities.	adaptable	University of Illinois

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Research On The Vocational Habilitation Of The Retarded, The Present The Future	PM	Summation of current research practices services in habilitation of retarded individuals; suggested strategies for future progressive movement.	adaptable	International Review of Research
The Retarded Adult At Home: A Guide For Parents	PM	An excellent book for parents and professionals; discussion of issues that must be solved when the adult is at home.	adult	Special Child Publications
Some Thoughts On Training	PM	Suggested philosophy and strategies for training retarded individuals.	adaptable	University of Illinois
Stimulus Factors In Skill Training Of The Retarded On A Complex Assembly Task. Acquisition, Transfer And Retention.	PM	Research study of training 64 retarded individuals to assemble a 15 piece, 24 piece bike brake.	adaptable	University of Illinois
System FORE	PM	Sequential instruction for teaching special prevocational tasks.	adaptable	Los Angeles County Schools

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source[*]
Task Analysis	PM	Describes theory, process, method for performing task analysis.	adaptable	University of Illinois
Training Retarded Children To Enhance A Functioning Grasp Skill	PM	Teaching strategies for developing grasp functions. A paper read at the International Congress for the Scientific Study of Mental Deficiency.	adaptable	Trainable Children, September, 1967
Try Another Way Training Series	AV	Film #1 - "Task Analysis--An Introduction to a Technology of Instruction" -- demonstration of process (18 min.) Film #2 - "Content and Process" -- how to subdivide steps that are unteachable (12 min.) Film #3 - "Formats for Single Pieces of Learning: Subcategories of Process Task Analysis" (13 min.) Film #4 - "Formats for Multiple Pieces of Learning" -- series of task presentation possibilities (22 min.) Film #5 - "Feedback--General Issues" -- discussion of reinforcement Film #6 - "Feedback--Specific Issues" -- discussion of five rules to be utilized by trainer (15 min.) Film #7 - "Reinforcement and Influence" -- discussion of alternatives to artificial reinforcement systems (15 min.)	all levels	Purchase and Rental
Vocational Success And Attitudes Of Mentally Retarded Toward Work And Money	PM	Research study which can be utilized in counseling students and parents, and developing strategies for training work habits and money skills.	upper	American Journal of Mental Deficiency

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*Source: See Appendix for vendor's address

INTERVENTION MATERIALS

Social Adaptation

INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Behavioral Controls For Achieving Weight Loss In Severely Retarded	PM	Research report on experimental group; suggested procedural strategy.	adaptable	Journal of Behavior Therapy And Experimental Psychiatry Volume 6, 1975 pages 27-29
A Collection Of Papers And Programs Related To Public School Services For Severely Handicapped Students	PM	Summary of research and current thinking about services for for handicapped in public schools.	adaptable	Madison Public Schools
Counseling With Parents Of Handicapped Children	PM	Text and resource for professional working with handicapped individuals and their parents to improve communication skills.	adaptable	Grune and Stratton, Inc.
The Dignity Of Risk And The Mentally Retarded	PM	An alternative perspective on the rights and responsibilities of the retarded and the society in which they live.	adaptable	Mental Retardation (Periodical) 1972 10 (1) 35-39
Facts About Sex: A Basic Guide	PM	Suggestions that may be helpful to school or parent group desiring to begin a sex education course for the retarded. Written to be read by adolescent retarded individuals.	adults	Planned Parenthood Association of South East Pennsylvania John Day Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Guidelines For Sex Education For The Mentally Retarded	PM	Suggestions for developing sex education component in school or care facility.	young adults	Planned Parenthood Association of South East Pennsylvania John Day Company
How To Use Behavior Modification With Mentally Retarded And Autistic Children	PM	Manual containing suggestions to develop behavioral control in area of social-recreational programs. Other areas covered also.	adaptable	Edmark Associates
Me Doll	M	Aid in development of self concept, recognition of name, gender identity, speech development on social level.	preschool through intermediate	Any Teaching Supply Store or Childcraft
Music Activities For The Retarded	AV	Songs and simple dances for the retarded individual.	adaptable	Childrens Music Center
Sex Education For The Developmentally Disabled	PM	Source text for professionals.	upper levels	University Park Press

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Teaching The Moderately And Severely Handicapped	PM	Resource for training, strategies, procedures and suggested materials and equipment. Volume I - Behavior, Self-Care, Motor Skills Volume II - Functional Academics for the Mildly and Moderately Handicapped Volume III - Communication , Socialization, Safety and Leisure-time Skills	all levels	University Park Press
Teaching Social Behavior To Young Children	P	Instruction on how to observe, evaluate, identify, reinforce or eliminate behaviors. Introduction and how to utilization Behavior Modification.	all ages	Research Press
Teletrainer	AV	Train and develop proper social phone manners.	adaptable	Pacific Telephone Company or American Telephone & Telegraph Company
Ten Heavy Facts About Sex	PM	Resource for parents and teachers; teaching aid for young adults.	upper levels	Family Planning and Population Information Center
Understanding Our Feelings	AV	Twenty-eight photographic reproductions of adults and children expressing wide range of emotions. Can be used with other programs.	adaptable	Lakeshore Curriculum Materials Company

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*Source: See Appendix for vendor's address

INTERVENTION MATERIALS

Self-Help Skills

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Aid For Severely Handicapped	PM	Suggested equipment for purchase or to make; plans and instructions included.	adaptable	Grune and Stratton, Inc.
Aids To Independent Living: Self-Help For The Handicapped.	PM	Teaching strategies and materials.	all levels	McGraw-Hill
Approximating The Norm Through Environmental And Child-Centered Prosthetics And Adaptive Equipment	PM	Suggestions for equipment and aids to facilitate everyday living for handicapped.	adaptable	Educational Programming for the Severly and Profoundly Handicapped--from Council for Exceptional Children
Best Vest	M	Adjustable in size to fit pre-school through teen buttoning, zipping, snapping, hooking, lacing, dressing skills.	adaptable	Educational Teaching Aids c/o G. W. School Supply
Busy Blocks	M	Provide experiences in development of fine motor skills and practice in buttoning, zipping, snapping and buckling.	intermediate and above	Skill Development Equipment Company

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Dapper Dan/Dressy Bessy	M	Dolls that provides experiences in development of fine motor skills and practice in buttoning, zipping, snapping and buckling.	primary	Playskool
Dressing Techniques For The Cerebral-Palsied Child	PM	Techniques designed for cerebral palsied child that can be modified or adapted to teach dressing skills to children that have motor or organizational problems.	adaptable	American Journal of Occupational Therapy, Volume 8, Number 1 (1954)
Early Self-Help Skills - Intermediate Self-Help Skills - Advanced Self-Help Skills	PM	Strategies and procedures for training independence in self care.	all levels	Research Press
Educational Programming For The Severely And Profoundly Handicapped	PM	Chapters on variety of topics by professionals in the field (language, positioning, self-help, etc.).	adaptable	Council for Exceptional Children
Feeding Suggestions For The Training Of The Cerebral Palsied		Specific procedures for training feeding learners with limiting motor problems.	all ages	American Journal of Occupational Therapy, Volume 7, Number 5, September-October 1953

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Functional Aids For The Multiply Handicapped	PM	Ideas, strategies, materials for school and home use.	adaptable	Harper & Row Publishers, Inc.
How To Use Behavior Modification With Mentally Retarded And Autistic Children	PM	Manual for developing behavior control in self-help areas; other areas covered also.	adaptable	Edmark Associates
Improvement Of Retardates Mealtime Behaviors By Time-Out Procedures Using Multiple Baseline Tecniques	PM	Suggested procedures used to train appropriate eating behaviors.	adaptable	Journal of Applied Behavior Analysis
Isn't It Time He Outgrew This? or A Training Program For Parents Of Retarded Children	PM	Practical sourcebook for assisting parents to teach basic self help skills to retarded children.	adaptable	C. Thomas Publishers
A Manual For Parents And Teachers Of Severely And Moderately Retarded Children	PM	Research, papers and reports.	adaptable	George Peabody College

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Mealtimes For Severely And Profoundly Handicapped Persons	PM	Professionals and others describe and interpret the value of mealtimes for severely and profoundly handicapped persons.	adaptable	University Park Press
"Mini-Meal": A Method For Teaching Eating Skills To The Profoundly Retarded	PM	Research report; suggested procedure for training.	adaptable	Mental Retardation, 1973 Volume 11, pages 9-13
Multi-Media Program	AV	Sequential learning programs for developing basic living concepts and responsibilities. The program consists of audio-visual media and workbooks. Programs available are banking, budgeting, self-care male and female, applications and forms, finding a job, consumer education, practical drugs, clothing care and others. Some programs adaptable for TMR individuals.	advanced	Interpretive Education
Non-Slip Placemats Non-Slip Roll	M	Especially useful for individuals with partial use of arms or poor coordination. Can be cut to suit individual needs.	adaptable	J. A. Preston Corporation
Occupational Therapy For Mentally Retarded Children	PM	Strategies, aids, procedures for developing self-care skills.	adaptable	University Park Press

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**Source: See Appendix for vendor's address*

INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
PPPT Project	K	Organized instructional model for teaching self-help, home living and prevocational skills.	adaptable	Humboldt County Schools
Project Memphis: Lesson Plans For Enhancing Preschool Developmental Progress	PM	Suggested procedures, defined objectives, criteria, equipment for teaching developmental self-care skills.	preschool DCH	Project Memphis Fearon Publishers
Project More Daily Living Skills Program	PM	Teachers handbook with step by step procedures to teach daily living skills. Handbook includes strategies, correction procedures, motivational systems and accountability components. Programs include: complexion care, use of deodorant, toothbrushing, hair rolling, laundry, and more.	adaptable	Edmark Associates
Rapid Method Of Teaching Profoundly Retarded Persons To Dress By Reinforcement Method	PM	Research report. Suggested procedures.	adaptable	Mental Retardation, 1976 Volume 14, pages 29-33
Self-Help For Handicapped Children	PM	Strategies and procedures for professionals, para-professionals and parents on means to develop self-help skills.	all ages	National Society for Crippled Children and Adults

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Special Picture Cookbook	T	Recipes are separated into well defined steps; measures are different colors. Designed for use with handicapped individuals.	adaptable	Edmark Associates
Special Techniques For Teaching The Severely And Profoundly Retarded	PM	Suggested practices, procedures, strategies for training.	all levels	Allegheny Intermediate, Unit 3
Step By Step Dressing	PM	Techniques for teaching skill, planning suggestions, and record keeping.	adaptable	Edmark Associates
Steps To Independence	PM	A step-by-step program of instruction for teachers, paraprofessionals and parents to teach dressing, eating, grooming and housekeeping skills to individuals who find it difficult to learn. Three levels: Early Self-Help, Intermediate Self-Help, Advanced.	early intermediate advanced	Research Press
System FORE	PM	Curriculum specifically designed for trainable learners to develop sequential skills for self-help in all areas.	all ages	System Fore

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
Systematic Instruction For Retarded Children	PM	Task analyzed teaching strategies and techniques for developing and training self-help skills.	adaptable	Interstate Printers and Publishers, Inc.
Tableware And Culinary Sets	M	Cup with cut-out space for fingers. Spoons with curved broad based grip handles. Curved blade knife which cuts with rocking motion.	adaptable	A. J. Thomas or Achievement Products
Teaching Basic Eating Skills	PM	Report of research; step-by-step procedure for implementation.	adaptable	AAESPH Review, 1976, Volume 1, pages 26-35
Teaching The Mentally Retarded (Bensberg)	PM	Strategies and theory are presented in self-care skill areas.	all ages	Southern Regional Education Board
Teaching the Mentally Retarded (Mosby)	PM	Detailed analysis and instructions; describes assessment and teaching strategies.	all ages	C. V. Mosby Company

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INTERVENTION MATERIALS MATRIX

Name of Material	Type	Function	Age/ Grade	Source*
Teaching The Moderately And Severely Handicapped Volume I	PM	Systematic activities for training self-care skills.	adaptable	Edmark Associates
Toilet Training The Retarded	PM	Toilet training program for day and night training; directions are given in a step-by-step format with implementation procedures developed to train self initiated toileting.	all ages/ levels	Research Press
Training For Independence	PM	Seven developmental programs, illustrated; includes assessment check to determine readiness. Buttons, zippers, shoes, socks.	adaptable	Developmental Learning Materials
Training Mentally Retarded To Brush Their Teeth	PM	Report of research study; procedure for implementation.	upper adaptable	Journal of Applied Behavior Analysis Volume 8, 1975, pages 301-309
Understanding And Teaching The Dependent Retarded Child	PM	Suggestions for training and management of severely and profoundly handicapped.	all levels	Teachers Publishing Corporation

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INTERVENTION MATERIALS MATRIX

Name of Material	*Type*	*Function*	*Age/ Grade*	*Source**
We Dress For The Weather	M	Boy and girl with felt pieces for bulletin board activities; weather symbols, wordcards for weather conditions and the days of the week are included.	adaptable	Instructor

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SAMPLE RESOURCE MATERIALS

Unpublished Instructional Techniques and Materials

This collection contains unpublished instructional materials and techniques developed and tested by special education teachers/specialists. Readers are encouraged to add their own collections to the one begun here.

Materials in this section have been reproduced with permission of the authors and no further duplication should be made without their authorization. Appropriate bibliographic information is noted for all published material. Also, the source of all unpublished materials, when known, is acknowledged.

SAMPLE RESOURCE MATERIALS

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The Money Game - (Academic/Cognitive) 265

Name Game - (Academic/Cognitive) 267

Survival Word Hopscotch - (Academic/Cognitive) 269

Matching By Touch - (Psychomotor) 271

Motor Maze - (Psychomotor) 273

Development of Auditory Association - (Language) 275

Pre-Speech Tongue Exercises - (Language) 277

Teaching Motor Imitation - (Language) 279

Clearing Restaurant Table - (Pre-Vocational) 281

Sandwich Making - (Pre-Vocational) 283

388

Area of Need:
Academics

Purpose:

Learner(s) will identify coin or currency (penny, nickel, dime, quarter, half dollar, dollar) that game chip lands on.

Materials:
Real coins and currency (5 dimes, 3 quarters, 5 nickels, 2 half dollars, 10 pennies, 2 dollar bills), large piece of tag board covered with poster paper, on which coins and currency are taped. Large dice, game chips (blocks of various colors or poker chips), plastic animals.

Procedures: "The Money Game"

Directions for making Game Board: Take a large piece of chip board and glue or tape a colorful piece of tag. Divide the board into sections about four inches long and three inches wide (large enough for two game chips) around the outer edges of the board. Tape the coins and currency on the spaces. Leave some spaces blank for free moves and draw in a jail in three spaces at various spaces around the board. Cover the entire board with acetate or saran wrap. Use the bottom of a milk carton so that it makes a square. Cover the carton with a colorful paper. Place numbers or dots on the carton to indicate the number of spaces a player can move.

Procedure for Game Play: Four to six learners may play the game at one time. A player rolls the dice to determine how many spaces the learner can move. The player counts off the spaces and names the currency on that space. If he fails to do so correctly, the player remains on that space and repeats the effort at his next turn. He is then allowed to roll the dice on his next turn to move and identify the next currency. When a player lands in jail he must lose two turns and watch play. The game winner is the player that goes around the board first.

SAMPLE INTERVENTION TECHNIQUES AND MATERIALS

Area of Need:

Academics - Social Adaptation

Purpose:

Learners will in response to question, "What's your name," respond appropriately using verbal responses or sign symbol.

Materials:

Rhythm instruments (shaker, drum, tambourine, etc.), mirror or Me Doll, rewards if desired. Models for appropriate responses (volunteer, another child, assistant, etc.)

Procedures:

"Name Game"

Learners sit in circle or semi-circle. Teacher establishes beat of rondo* using rhythm instrument. Marks over rondo words indicate beat and rhythm of rondo. Each learner gets a turn to respond. Teacher points to learner after last line of rondo and says, "What's your name?", waits five seconds. If no response or attempt is made to respond, provide model for response. Say, "Copy me.", (point to child's mounth). Model child's name, "Bil-ee." Use rhythmical response emphasizing vowel sounds and word endings. Reward partial responses. Task analyze each learner's first and last name for speech production, e.g., T-om-ee Loouis. Tommy could be rewarded for responding ee first, then om-ee, next T-om-ee. Repeat process for last name. Always praise any partial attempt. While leaving the child with the entire correct model, "Your name is Tommy Louis." (said slowly and rhythmically).

Rondo: Nāme, Nāme, Whāt's Your Nāme
Stānd ŭp Sāy it̆,
Whāt's Yŏur Nāme

*Rondo. Orff-Schulwerk: Development of a theme in rondo form is imitative and provides a means of teaching by presenting a variety of models for imitation through which independent responses can develop. Rondo can be used to teach a variety of skills in which imitation or modeling is key factor. Rondos can allow for creativity and innovative responses on the part of the learners also. For more information contact: Mrs. Carol Bitcom, Social Development Program, Fairview State Hospital, 2501 Harbor Boulevard, Costa Mesa CA 92626.

Additional Teaching Strategies:

1) Use covered coffee can with mirror glued inside for learner's reinforcement for concept of self.
2) Use role playing with variety of persons asking learner's name.
3) Use tube to say name into.
4) Use hollow can or bowl to echo name back to learner.
5) Make a special reward (make buzzer ring--hold special toy--perform special action) for saying name.

"Name Game" continued

Additional Name Rondos:

Thĕ Gāte is clōsed by̆ dāy ănd nīght (fingers laced in front of body)

Thĕ Gāte is clōsed vĕry vĕry tīght (place hands close to body)

Tŏ ōpen thĕ gāte ănd plāy thĕ gāme (open arms wide)

Stānd ūp frōnt ănd Yēll Yōur Nāme (say underlined phrase very loudly)

To the sound of the Thunder (drum beat 3 times)
And the tinkling of the Rain (bells)
I suddenly discovered
I want to know your name (teacher points to learner and asks, "What's your name?"

The owl says whooo
Who are you
The owl says whooo
Who are you (Teacher points to learner and asks, "What's your name?"

Owl - Puppet made from paper bag, sock, and felt or cut from construction paper)

I am an engine
Tell me your name
And join my train

Teacher performs motor actions as she moves around room. As each learner responds with name he joins train.

Ī have ā nāme (point to self)
Oh yes I do (nod head)
Ī have ā nāme (sign name)
And so do you (point to learner; teacher asks, "What's your name?"

Criterion of Achievement: Learner will respond in classroom situations, home situations, and community situations 10 out of 10 times or 100% of time to question, "What's your name?"

Orff-Schulwerk
Design for Creativity
Report to U. S. Office of Education
1968 ESEA Title III Project
Bellflower Unified School District
Bellflower CA 90106

Area of Need:
Academics

Purpose:

Learner will jump or hop number of spaces indicated by number wheel or number chip, identifying the survival word on the space on which they land.

Materials:
Tag or poster strips on which survival words are written, rug area on which plastic tape can be used to make a grid, large dice made from bottom of milk carton. Make a number wheel from a pie plate, a tag arrow (cut out) and a paper fastener or write numbers on small cards and learners draw card from basket.

Procedures: "Survival Word Hopscotch"

Each learner takes a turn drawing a number or spinning the wheel to determine the number of spaces to jump or hop. The learner must identify the survival word on his space before he can move on the maze. Each learner completes the entire maze. When an error occurs, the learner is told to correct word, but cannot complete maze until his next turn. The learner attempts to identify the word again. If successful, completes turn. A specific number of words can be used when training a new word or group of words (that is words can be repeated). As these words are mastered, new words can be added.

Additional Teaching Strategies: Teach colors, number recognition, identification of shapes, and labeling of objects using the same concept.

Area of Need:

Psychomotor

Purpose:

Learner will, given five objects, match the objects by touching.

Materials:

Feely box (ice cream carton or box, covered with an opening for hand and arm--use elastic for a gathered opening), ball, car, comb, spoon, block -- two of each, same size and texture.

Procedures: "Matching By Touch"

Place the objects on the floor, table or tray before the learner. Allow the learner to manipulate the objects for awhile. Provide verbal input about name, shape and texture, e.g., the ball is round and soft; this block is hard and square.

Step 1. Model the behavior for the learner. Place the objects in a box. Say to the learner, "Watch me. I will find the ball." Facilitator will place hand in box and remove the ball. Repeat the procedure for each object. Praise yourself for your effort.

Step 2. Place only one object in the box until you have provided the child with experiences in responding correctly. Say to the learner, "Give me the _____. The one like this." Hold up the other object. Provide a physical prompt to get learner's hand into box if necessary. Praise the learner's effort. Repeat procedure for each object.

Step 3. Place two objects in the box. Hold up one object. Say to the learner, "Give me the _____." Praise the correct response. Provide a period to practice the correct response if the learner makes an error (guide learner's hand). When learner is consistently correct, move to Step 4.

Step 4. Place three objects in the box. Repeat procedures outlined above. When the learner is consistently responding correctly, move to Step 5.

Step 5. Place four objects in the box. Repeat procedures outlined above. When the learner is consistently responding correctly, move to Step 6.

Step 6. Place five objects in the box. Repeat procedures outlined above.

Criterion of Achievement: The learner will match each object by touch only, discriminating between five objects five out of five times.

Additional Teaching Strategies:

1) Provide a variety of tactile experiences, following the same procedures outlined.

2) As the learner is more successful, make shape, textures, require a finer discrimination skill.

Area of Need:

Psychomotor

Purpose:

Learners will demonstrate six motor skills:

1) creep reciprocally with head up, back straight; 2) crawl through tunnel with stomach in contact with surface; 3) step over rungs of inclined ladder; 4) toss three bean bags at target; 5) walk up and down bridge; 6) propel scooter board forward using arms together for 10 feet.

Materials:

Two exercise mats approximately eight feet, foldable tunnel, ladder, two cones, rope, three bean bags, inflatable clown, walking bridge, scooter board.

Procedures: "Motor Maze"

Level: Preschool through intermediate.

Set up six stations of activities. Use colored tape to identify the beginning of each task and show the direction learners should proceed. Place a mat at station 1 for learners to creep over. Place a mat at station 2 to cushion the tunnel. If the tunnel is to be placed on a rug, a mat is not necessary. Use the plastic cones to elevate the ladder on one end about 3 inches. Place a cone on either side of the ladder at one end. Tie the rope around the end nearest the cones. Tie the other end of the rope around the cone so that the ladder will be elevated about 3 inches above the floor. As balance improves, you may wish to raise the ladder more than 3 inches at its highest point. To make the task more interesting for the learners, short task can be added to the maze, e.g. learner propels scooter boards to specified point, places puzzle piece in puzzle, walk over bridge and identify object or picture. When this activity is being done with small learners, at least 3 spotters or supervisors, especially at stations 3, 5, and 6. Before learners are asked to perform the skills as a group, make sure they have had some instruction on a more concentrated scale. Demonstrate what and how the maze is to be done. If listening and attending skills permit, groups of learners can go through the entire maze, beginning over when completed. If volunteer help or enough staff are available, learners can spend a specified amount of time, moving as small groups from station to station.

Criterion of Achievement: Learners will perform each task independently five out of five times.

Area of Need:
Language

Purpose:

Given the sounds of six environmental sounds 1) telephone ringing, 2) car horn, 3) baby crying, 4) airplane, 5) fire engine, 6) dog barking, the learner will identify the sound by pointing to the object or picture of the sound maker.

Materials:

DLM tape Environmental Sounds/pictures or Peabody Record Level II Kit Familiar Sounds/Pictures from Kit. Teacher-made tape and pictures/slides.

Procedures: "Development of Auditory Association Skills"

Step I. Awareness of sounds in the environment.

Alternative 1:

- Provide concrete experiences when possible, record sounds and take pictures/slides. Play back recording immediately.
- Visit airport; listen to and watch planes take off and land.
- Observe phone at school or home. Listen to phone ring. Allow each learner turn to receive call.
- Take turns blowing horn of car.
- Visit animal shelter or zoo; observe dogs barking.
- Visit fire station; observe siren or engine being blown.
- Invite a newborn to the classroom. Observe baby crying.

Alternative 2:

- Provide as many concrete experiences in the classroom/school as possible. Show films that include sounds of objective items.

Step II. Identification of sound and association of sound to object or picture. Structure teaching strategy into three sections:

1. Input. Facilitator plays tape of sounds, identifying each sound for the learners holding or pointing to the appropriate object or picture as the sound is being heard.
2. Response with cue. Learners take turns identifying sounds, pointing to correct object or picture with cue for correct response being given by facilitator.
3. Spontaneous/independent response. After learners begin to increase the frequency of correct responses with partial cues, provide for experiences without prompts or partial cues. Records all errors but try to avoid having the learner make a mistake. Always provide the learner with the correct response when and if an error occurs and provide a time of immediate practice of the correct response. Praise and reward the learner for all correct independent responses.

Criterion of Achievement: Learners will identify without cue or prompt each environmental sound five out of five times.

Additional Teaching Strategies:

1) Reinforce skill after it is learned by playing a game of sound Bingo. Make a matrix of tag board covered with poster paper. Paste on pictures of mastered sounds. Play sound on tape recorder. Learner places poker chip, block, etc. on the picture of the object that made the sound.

"Development of Auditory Skills" continued

2) Listen and toss: Place paper clip or glue pictures of common sounds on paper bags. Each learner determine the number of choices the learner can manage. Two choices, two bags, one picture on each bag, etc. Place the bags far enough apart that they cannot be knocked over easily by a poor throw. Make the mark close enough so that the learner can hit the target within his/her throwing capability range. Learner stands on a mark; sound is played on a recorder or record. Learner throws bean or rolls ball at bag knocking it over.

3) Sound relays: Place items or pictues of familiar items of sound mastered on floor or table. Learner performs locomotor action (creeps, crawls, walks sideways, wheels self in chair to the place--floor or table) where the items are placed and chooses the correct picture to match the sound.

Area of Need:
Language

Purpose:

The learner will place the tongue on the outer left and right sides of mouth, upper lip at midline, lower lip at midline, removing substance placed there by facilitator with tongue.

Materials:

Peanut butter, caramel or pudding, mirror, tongue depressors, damp cloth.

Procedures: "Pre-Speech Tongue Exercises"

Step 1. Place the substance on the learner's lower lip first. Demonstrate or model the licking action desired. Say, "Copy me. Do this." Use the mirror to let the learner see what is being done. Praise the learner's successes. The learner should not use sucking motion or teeth to remove the substance. Repeat this procedure three times each session.

Step 2. Place the substance on the learner's upper lip at midline. Demonstrate or model the licking action desired. Say, "Copy me. Do this." Use the mirror to let the learner see what is being done. Praise the learner's successes. Repeat the procedure three times each session.

Step 3. Place the substance on the learner's right side (or dominant side) at the corner of lips. Demonstrate or model the desired action. Say, "Copy me. Do this." Use the mirror to let the learner see what is being done. Praise successes. Repeat procedure three times each session.

Step 4. Place the substance on the learner's left side at the corner of lips. Demonstrate or model the desired action desired. Say, "Copy me. Do this." Use the mirror to let the learner see what is being done. Praise successes. Repeat the procedure three times each session.

Criterion of Achievement: When the learner can perform each action four out of five trials the objective shall be achieved.

Additional Teaching Strategies: Lick whipped cream, honey, jelly, frosting or yogurt from spoon, wisks or beaters, waxed paper taped on table.

Prerequisite Skills:

1) Established attending behaviors.
2) Ability to remove tongue from mouth.
3) Understanding of verbal command "copy me".

Area of Need:
Language

Purpose:

The learner will, given visual demonstration of eight motor actions (nod head, stamp feet, clap hands, raise arms, place hands on head, wave hands, stand up, turn around), on verbal request, "Copy me."

Materials:

Rewards, if desired.

Procedures: "Teaching Motor Imitation"

Step 1. Imitation with motor input. Make and maintain eye contact with the learner. Say, "(child's name), copy me." Perform action. Take learner throughout action (move arm, nod head, etc.) Praise and reward passive compliance. Repeat each action three times each session. Tune into the child's musclature and general responses. As the learner understands what is being expected, begin to drop physical input.

Step 2. Imitation with physical prompts and partial prompts. Make and maintain eye with the learner. Say, "Copy me." Perform action. Provide a partial physical prompt if learner does not attempt to comply within five seconds (count silently thousand 1, thousand 2, ...5). Encourage the learner to complete the action without your assistance. Praise and reward partial compliance of desired behavior.

Step 3. Imitation without prompt or cue. Make and maintain eye contact with the learner. Say, "Copy me." Perform action; reward and praise spontaneous compliance of desired behavior.

Criterion of Achievement: When the learner complies with three out of three requests to copy each action spontaneously the objective shall be achieved.

Additional Teaching Stratagies:

1) Finger plays that require gross and fine motor responses.
2) Action Songs: Hap Palmer Music for Exceptional Children; Basic Songs for Exceptional Children.
3) Learners make actions for group to follow to popular music.
4) Pretend games using visual model of action:
    a) Brush hair
    b) Brush teeth
    c) Rock a dolly
    d) Drink from a glass, etc.

Presrequisite Skills:

1) Established attending behaviors.
2) No physical limitation of arm and legs. (Can be adapted for learners with physical handicaps).

Area of Need:

Pre-Vocational/Vocational Skills

Purpose:

Learner will remove from table at least two of the following items: plates, glasses, cups, saucers, spoons, forks, knives, paper waste (napkin, sugar wrappers), straws, placing dishes and paper waste in appropriate container, wipe table clean and dry, return dishes in container to kitchen area.

Materials:

Table and chairs (at least 2 chairs) or restaurant booth, two each of glasses, plates, cups, saucers, spoons, forks, knives, straws, sugar wrappers, pushable bussing tray, one damp sponge, one dry towel.

Procedures: "Clearing Restaurant Table"

Presrequisite Skills: Learner shows demonstratable skill in wiping table clean and dry.

Procedure: Begin training in an area that is free of visual and auditory distractions. Use backward chaining procedures to train skill.

Step 1. Place appropriately on table one plate. Learner removes plate from table, places plate in tray. Provide physical prompts when necessary. Fade all prompts as soon as possible. Keep verbal input to minimum.

Step 2. Learner removes damp sponge from tray; wipes table clean with damp sponge; places damp sponge in appropriate place in tray, removes dry towel; wipes table with towel until dry; replaces towel in tray; pushes tray to kitchen area.

Step 3. Place appropriately two plates on table. Learner approaches table pushing tray; removes plate nearest his body first; places plate in tray; removes plate now closest to body; places plate 2 on plate 1 inside tray. Provide physical prompts where necessary, fade as soon as possible. Keep verbal input to minimum.

Step 4. Place appropriately two plates and one saucer on table. Repeat procedures in Step 3. Learner places saucer on plate 2 in tray. Learner repeats Step 2. Provide physical prompts where needed. Fade as soon as possible. Keep verbal input to minimum.

Step 5. Place appropriately two plates and two saucers on table. Learner repeat procedures in Step 4. Learner places saucer 2 on saucer 1 in tray. Learner repeat Step 2.

Step 6. Place appropriately two plates, two saucers and one cup on table. Learner repeats Steps 1, 3-5. Places cup in bottom half of bussing tray; turn cup rim down in tray. Repeats Step 2. Provide a physical prompt when necessary.

Step 7. Place appropriately two plates, two saucers and two cups on table. Learner repeats Step 1, 3-6. Repeats Step 2.

Step 8. Place appropriately two plates, two saucers, two cups and one glass on table. Learner repeats procedures of Step 1, 3-7. Places glass in bottom half of bussing tray. Places rim downward. Repeats procedure in Step 2.

"Clearing Restaurant Table" continued

Step 9. Place appropriately two plates, two saucers, two cups, and two glasses on table. Learner repeats procedures in Step 1, 3-8. Repeat procedures in Step 2. Provide physical prompts when necessary. Fade as soon as possible. Keep verbal input to minimum.

Step 10. Place appropriately two plates, two saucers, two cups, two glasses and one fork on table. Learner repeats procedures in Step 1, 3-9. Places fork in silverware basket prongs pointing upward. Repeats Step 2.

Step 11. Place appropriately two plates, two saucers, two cups, two glasses and two forks on table. Learner repeats procedures 1, 3-10. Repeats Step 2.

Step 12. Place appropriately two plates, two saucers, two cups, two glasses, two forks and one spoon on table. Learner repeats procedures in Steps 1, 3-11. Places spoon in bottom half of tray with scoop pointing upward. Repeats procedures in Step 2.

Step 13. Place appropriately on table two plates, two cups, two saucers, two glasses, two forks and two spoons. Learner repeats procedures in Step 12. Repeats procedures in Step 2.

Step 14. Place appropriately on table two plates, two cups, two saucers, two glasses, two forks, two spoons and one knife. Learner repeats procedures in Step 13. Places knife in silverware basket at the bottom half of tray. Places blade downward. Repeats Step 2.

Step 15. Place appropriately two plates, two cups, two saucers, two glasses, two forks, two spoons and two knives. Learner repeats procedures in Step 14. Repeats Step 2.

Step 16. Place appropriately all eating utensils aforementioned. Place straw in glass, napkins crumpled, and sugar wrapper on table. Learner removes all paper items; places items in top tray, bottom half. Learner repeats procedures 1, 3-15. Learner repeats Step 2.

Area of Need:

Pre-Vocational/Vocational Skills - Self Help Skills

Purpose:

Learner(s) will make a sandwich independently.

Materials:

Bread, spatula, mayonnaise, washed lettuce, cut tomatoes, sliced meat, paper towel, pincer grasp.

Procedures: "Sandwich Making"

Level: Varies to developmental level of learner. Imtermediate, upward.

This sequence teaches putting sandwich together only. Other skills (preparation of food for sandwich) taught separately. You may teach this sequence all the way through Step 12 or teach each step, building on the previous step. Determine approach according to learning style of child.

Step 1. Remove bread from wrapper. Demonstrate action and have learner model your action or guide learner's hand through action. Remember to fade physical prompts as soon as possible.

Step 2. Place bread on counter or plate side by side. (Model or provide physical prompts or assistance).

Step 3. Grasp mayonnaise jar with left hand, move near bread. (Model or provide physical prompts or assitance).

Step 4. Grasp spatula with right* hand, lift from counter. (Model or provide physical prompts, assistance).

Step 5. Place spatula in mayonnaise jar, covering spatula head with mayonnaise. (Model or provide physical prompts, assistance).

Step 6. Start at top of bread and spread mayonnaise downward using three strokes. (Model or provide physical prompts, assistance).

Step 7. Repeat Step 5-6 for second piece of bread. (Model or provide physical prompts, assistance).

Step 8. Reach for paper towel with left hand, grasp with thumb and fingers; bring to spatula; wipe spatula with paper towel; place towel and spatula on right side on counter. Release.

Step 9. Grasp meat with thumb and fingers; lift from container to bread on right side; place on bread; (if more than one piece of meat, repeat process). Release.

Step 10. Grasp lettuce in thumb and fingers of right hand; lift lettuce from container; place over meat; release; (repeat process if more than one piece of lettuce).

Step 11. Grasp tomato in thumb and fingers; lift from container; place on lettuce; release; (repeat process if more than one piece of tomato).

Step 12. Grasp bread on left side; lift from counter; rotate wrist placing mayonnaise side on tomato. Release.

* Reverse process if learner is left-handed.

"Sandwich Making" continued

Additonal Teaching Strategies:

1) Use spatula in art activities to spread various substances.
2) Use material substitutes for bread, mayonnaise, lettuce, tomatoes, until final stages of training. Realistic models of foods can be purchased from educational supply companies.
3) Use "Try Another Way" approach, supplying input and assistance only when needed.

Can break steps down.

APPENDICES

Draft No. 7: 5-23-79
Project HAPI

APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student Becky Maize BD 2-19-61 CA 16-7

Personal Identifier SS #: 832-41-6069 Sex Female

Teacher Mrs. Mary Neal, Home Room No. Yrs. Enrolled in School 8 Grade Prevocational Level

School Bayeon Training Center Special Program Trainably Mentally Retarded/ Severely Handicapped

Date of Initial Enrollment in Special Education 9-69 *Projected Date of Placement 9-3-77 Anticipated Duration of Placement 1977-78

Career/Vocation Education Program Special Class Curriculum

Extent of Regular Class Placement 0 % P.E. Program Adaptive PE

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: Expresses self in two/three word phrases; listens well.

Academics: Demonstrates good concept development; can read most survival words.

Social Adaptation/Emotional Development: Uses verbally abusive language when angry or upset.

Psychomotor: Is not well coordinated.

Prevocational/Vocational Skills: Has many prevocational skills; needs expansion of skills.

Self-Help Skills: Manages all self-care skills independently.

Learning Style (Modality): Auditory and visual modalities.

Learning Approach (e.g., reflective, persistent, etc.) Excellent recall of auditory and visual information; enjoys rhythms.

Health Status: General health good.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): No delay

Date of Meeting September 3, 1977

Parents Mr. and Mrs. Arnold Porter Phone 841-1011

Address 3469 Mountain View Road

Native Language of Pupil English How Determined Parent Report

Native Language of Home English School District of Residence Orange USD

RATIONALE FOR PLACEMENT

Functional description of handicap: Severe language delay. Functions at six-year level. Lacks appropriate patterns of behavior. Gross motor skills are delayed.

Specific special education to be provided: Special class for trainable mentally retarded with instruction based on developmental approach.

Related services to be provided: Adaptive P.E. Speech-language therapy. Counseling for Becky and parents by district's guidance services.

Special material/equipment to be provided: MEST Kit.

Provision(s) for possible transition into regular classroom program: Current program is appropriate for Becky's needs. Transition into regular classroom activities is dependent on her ability to control outbursts of abusive language (curses) and physical behaviors.

Rationale for Least Restrictive Environment: The special program at Bayeon Training Center provides an environment for Becky to relate more effectively with others and offers the structure for improving self-control and behavior management.

Form 631–I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
(Type or press firmly with ballpoint pen.)

WHITE—Project Coordinator
CANARY—Agency File
PINK—Originator

Student *Becky Maize* FICTITIOUS

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^XX^ sign below: Date

Mrs Arnold Porter 9-3-77
Parent/designee signature

Parent/designee signature

Student signature

9-3-77
Special education administrator/designee signature

Regular education teacher signature

XX 9-3-77
*School psychologist signature

9/3/77
*Language, speech, and hearing specialist signature

9-3-77
School nurse signature

9/3/77
Special education teacher signature

Interpreter signature

9-3-77
Other signature (specify) ADAPTIVE PE TEACHER

Other signature (specify)

*Has evaluated pupil

XX Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

A certificate of participation will be granted per board of education policy relating to graduation requirements for the severely handicapped.

Determination of extended school year services (CAC 3306(e)):

Extended school services are indicated for Becky during the seven week summer session 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Special Class for Severely Handicapped -- TMR
Specified Special Education Placement

Mrs Arnold Porter 9-3-77
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mrs Arnold Porter 9-3-77
Parent/designee signature Date

Parent/designee signature Date

Form 631-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Draft No. 7: 5-23-79
Project HAPI

Student *Becky Maize* *FICTITIOUS*

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Increase length of verbal utterances.	*A. By June 1978, Becky will respond to simple questions using four to six word sentences/phrases 75% of the time.* Person responsible *Loran Smith* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Develop appropriate behaviors to express anger.	*A. By June 1978, Becky will use appropriate speech when angry or upset 75% of the time as shown by charting.* Person responsible *May O'Day* *Mary Neal* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Improve gross motor skills.	*A. By June 1978, Becky will perform four motor skills with no assistance 80% of the time.* Person responsible *May O'Day* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
IV.	*A. By June 1978, Becky will demonstrate skills necessary to complete wash independently.* Person responsible *Mary Neal* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

Form 631-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

*CAC Title 5 – 3307

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PINK – Originator

APPENDIX A

Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 4

FICTITIOUS

Student *Ronald Jones* BD *6-13-59* CA *18-3*

Personal Identifier *SS #: 8069-03-4691* Sex *Male*

Teacher *Martin Stein* No. Yrs. Enrolled in School *10* Grade *Young Adult*

School *Lincoln DCH* Special Program *Severely Handicapped/Developmental Class for Handicapped.*

Date of Initial Enrollment in Special Education *9-67* *Projected Date of Placement *9-3-77* Anticipated Duration of Placement *1977-78*

Career/Vocation Education Program *Development of self-care skills.*

Extent of Regular Class Placement *0* % P.E. Program *Regular PE at center.*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Makes some sounds consistently for certain wants and needs. Signs, but not spontaneously.*

Academics: *Has some concept development: in, on, out, under, same, not same. Follows simple directions given verbally.*

Social Adaptation/Emotional Development: *Enjoys school and company of peers.*

Psychomotor: *Poor balance, spatial awareness, gross motor coordination.*

Prevocational/Vocational Skills: *Has no vocational skills.*

Self-Help Skills: *Can feed, dress and toilet self with assistance. Cannot bathe adequately.*

Learning Style (Modality): *Responds best to multisensory approach.*

Learning Approach (e.g., reflective, persistent, etc.): *Good listening skills; good receptive language.*

Health Status: *No health problems.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

Date of Meeting *September 1, 1977*

Parents *Mr. Peter R. Jones* Phone *230-2296*

Address *#16 Blakely Avenue*

Native Language of Pupil *English* How Determined *Admission information.*

Native Language of Home *English* School District of Residence *Lincoln USD*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Profound developmental delay in all areas of behavior. Nonverbal. Uses gestures and sounds for communication. Physical mobility and balance poor.*

Specific special education to be provided: *Specific instruction for the severely handicapped in the development center for young adults.*

Related services to be provided: *Occupational therapy by CCS through an interagency agreement. Mobility training.*

Special material/equipment to be provided: *Tactile cue on walls and floor.*

Provision(s) for possible transition into regular classroom program: *Ronald currently is physically unable to function in a regular classroom program, but contingent on progress may be able to participate with a nonhandicapped peer in a tutorial situation at the center.*

Rationale for Least Restrictive Environment: *Ronald's severe need for a communication system and improved skills of mobility preclude a lesser restrictive environment. Current program can provide instruction of basic self-care skills.*

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CANARY—Agency File
PINK—Originator

Student *Ronald Jones* *FICTITIOUS*

Page 2 of *4*

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

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Participating IEP committee members ^{xx} sign below: Date

Peter Jones 9-1-77
Parent/designee signature

Parent/designee signature

Student signature

XX Ella Schmidt *Supervising Head Teacher* 9-1-77
Special education administrator/designee signature

Regular education teacher signature

*School psychologist signature

Mona Stern 9-1-77
*Language, speech, and hearing specialist signature

School nurse signature

Martin Stein 9/1/77
Special education teacher signature

Interpreter signature

Robert Shoolson 9-1-77
Other signature (specify) *Mobility Trainer*

Helen Curley 9/1/77
Other signature (specify) *CCS Representative*

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Diploma of participation will be granted at age 21 as set forth in Lincoln Unified School District Board of Education's policy pertaining to requirements for the severely handicapped.

Determination of extended school year services (CAC 3306(e)):

Ronald will be afforded the opportunity to participate during the extended year program in July and August 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Severely Handicapped/Developmental Class for Handicapped
Specified Special Education Placement

Peter Jones 9-1-77
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Peter Jones 9-1-77
Parent/designee signature Date

Parent/designee signature Date

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Student *Ronald Jones* *FICTITIOUS*

Page 3 of 4

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Sign spontaneously his wants and needs.	*A. By June 1978, Ronald will spontaneously sign for food 75% of the time.* Person responsible *Martin Stein* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, Ronald will sign and vocalize responses using noun and verb 50% of the time. Person responsible *Martin Stein* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
II. Develop skills in caring for own body.	*A. By June 1978, Ronald will bathe self independently 75% of the time.* Person responsible *Martin Stein* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
III. Develop skills of household usefulness.	*A. By June 1978, Ronald will make a salad independently, 100% of the time.* Person responsible *Martin Stein* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
	B. By June 1978, Ronald will put bottom fitted sheet and top flat sheet on bed independently 100% of the time. Person responsibile *Martin Stein* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed
IV. Improve cane usage skills.	*A. By June 1978, Ronald will use cane to walk around school without physical or auditory cue 75% of the time.* Person responsible *R. Shovolston* Date established *9-3-77*	____ Achieved ____ Reviewed ____ *Revision recomm. ____ Parent informed

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Student *Ronald Jones* *FICTITIOUS*

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
V. Improve spatial awareness and gross motor skills.	*A. By June 1978, Ronald will perform three motor skills without assistance 50% of the time.* Person responsible *R. Shovolston* Date established *9-3-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

FICTITIOUS

Student *Laura Childs* BD *3-4-74* CA *3.8*

Personal Identifier *School #: 84-96-LAC* Sex *Female*

Teacher *Ann Tryer* No. Yrs. Enrolled in School *0* Grade *Preschool*

School *Waynewright* Special Program *Severely Handicapped-Developmental Class for Handicapped*

Date of Initial Enrollment in Special Education *2-27-77* *Projected Date of Placement *3-4-77* Anticipated Duration of Placement *One year.*

Career/Vocation Education Program *Self-help skills.*

Extent of Regular Class Placement *0* % P.E. Program *Special Class - PE Program*

Date of Meeting *February 27, 1977*

Parents *Mr. and Mrs. B. E. Childs* Phone *484-0134*

Address *3241 North Loop Street, Toopoor CA 98765*

Native Language of Pupil *English* How Determined *Parent interview.*

Native Language of Home *English* School District of Residence *Toopoor USD*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Understands some spoken words. Communicates with others by pulling; makes some sounds in vocal play.*

Academics: *Not able to assess at this time.*

Social Adaptation/Emotional Development: *Plays with others well, is shy with adults.*

Psychomotor: *Body awareness, balance, gross motor integration poor.*

Prevocational/Vocational Skills: *Relate to self-help skills at this time.*

Self-Help Skills: *Requires much assistance in all tasks.*

Learning Style (Modality): *Visual-motor learner.*

Learning Approach (e.g., reflective, persistent, etc.) *Responds to praise/primary reinforcers; good attending skills.*

Health Status: *Good.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

No delay.

RATIONALE FOR PLACEMENT

Functional description of handicap: *Profound developmentally delayed in all areas of function.*

Specific special education to be provided: *Self-contained special class for developmentally handicapped with specific instruction to develop language, motor skills and self-help skills.*

Related services to be provided: *Transportation.*

Special material/equipment to be provided: *O. YR Program materials.*

Provision(s) for possible transition into regular classroom program: *Current function suggests Laura may be able to participate at the center with a nonhandicapped student tutor as adjustment to school is made.*

Rationale for Least Restrictive Environment: *Laura demonstrates severe developmental delays exhibiting needs which can best be met at this time in the development center program.*

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Student *Laura Childs* *FICTITIOUS*

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Participating IEP committee members xx sign below: Date

Mrs. B. E. Childs 2/27/77
Parent/designee signature

Parent/designee signature

Student signature

XX Jane I. Allen *Supervision Head Teacher* 2-27 77
Special education administrator/designee signature

Regular education teacher signature

Mona Storm 3-27-77
*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

Ann Tryler 2-27-77
Special education teacher signature

Interpreter signature

Connie Bridges 2/27/77
Other signature (specify) *NURSE PRACTITIONER*

Other signature (specify)

*Has evaluated pupil

xxIndicates designated team coordinator

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Secondary level graduation requirements (CAC 3306(s)):

No requirements for preschool participants.

Determination of extended school year services (CAC 3306(e)):

Intersession will provide extended year services in this year-round school for Laura.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Severely Handicapped--Developmental Class for Handicapped
Specified Special Education Placement

Mrs. B. E. Childs 2/27/77
Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Mrs. B. E. Childs 2/27/77
Parent/designee signature Date

Parent/designee signature Date

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Student *Laura Childs* FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Develop expressive/receptive vocabulary.	A. By February 1978, Laura will demonstrate signing vocabulary of nouns and verbs signing with 50% accuracy. Person responsible A. Tryer Date established 2-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Improve body awareness and gross motor development.	A. By February 1978, Laura will demonstrate awareness of body parts by identifying seven-out-of-ten parts correctly. Person responsible A. Tryer Date established 2-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By February 1978, Laura will demonstrate equilibrium reactions in three basic positions 50% of the time. Person responsible A. Tryer Date established 2-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Develop toileting skills.	A. By February 1978, Laura will demonstrate ability to use toilet appropriately when placed 75% of the time. Person responsible A. Tryer Date established 2-27-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
422	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A
INDIVIDUALIZED EDUCATION PROGRAM
FICTITIOUS

Page 1 of 3

Student *Tommy B. Myers* BD *6-2-60* CA *17-3*

Personal Identifier *SS #: 849-30-985* Sex *Male*

Teacher *S.E. Beats* No. Yrs. Enrolled in School *9* Grade *Vocational Training Center*

School *Delong Training Center* Special Program *Severely Handicapped*

Date of Initial Enrollment in Special Education *9-68* *Projected Date of Placement *9-3-77* Anticipated Duration of Placement *One year*

Career/Vocation Education Program *Special education class.*

Extent of Regular Class Placement *0* % P.E. Program *Regular PE at Center*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Has adequate verbal communication system.*

Academics: *Demonstrates understanding of many basic concepts.*

Social Adaptation/Emotional Development: *Gets along well with adults and peers.*

Psychomotor: *Is somewhat awkward in gross motor movements; fine motor skills are very good.*

Prevocational/Vocational Skills: *Can remain at a task for appropriate time; accepts direction.*

Self-Help Skills: *Can manage all self-care needs.*

Learning Style (Modality): *Auditory kinesthetic.*

Learning Approach (e.g., reflective, persistent, etc.) *Follows verbal direction. Enjoys being busy working. Does not need constant reinforcement. Enjoys praise, recognition from others.*

Health Status:
Good.

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *August 26, 1977*

Parents *Mr. and Mrs. John Byers* Phone *783-9686*

Address *3899 Crestview Lane, Bayside CA 99876*

Native Language of Pupil *English* How Determined *Interview*

Native Language of Home *English* School District of Residence *Bayside School District*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Low functioning. Has no functional reading, writing or math skills beyond a readiness level. Lacks basic concepts of size, height, money, and signals.*

Specific special education to be provided: *Vocational training for the severely handicapped with emphasis on prevocational/vocational training in semisupervised surroundings.*

Related services to be provided: *Transportation.*

Special material/equipment to be provided: *Cash register; Dollar and Sense Kit.*

Provision(s) for possible transition into regular classroom program:

Transition to regular class work/study program at Bayside High School is contingent upon Tommy's developing adequate independent skills.

Rationale for Least Restrictive Environment: *Program services at the vocational training center in a semisheltered situation are indicated at this time.*

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Student *Tommy B. Myers* *FICTITIOUS*

Page 2 of 3

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members ^XX^ sign below: Date

Alice Meyers 8-26-77
Parent/designee signature

John Meyers 8-26-77
Parent/designee signature

Student signature

George Seller 8-26-77
Special education administrator/designee signature

Regular education teacher signature

Mona Sloan 8/26/77
*School psychologist signature

*Language, speech, and hearing specialist signature

Connie Bridges 8-26-77
School nurse signature

XX m. Valdez 8/26/77
Special education teacher signature

Interpreter signature

Other signature (specify)

Other signature (specify)

*Has evaluated pupil

XXIndicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Certificate of participation in vocational center training as set forth in board of education policy A-37 for handicapped students.

Determination of extended school year services (CAC 3306(e)):

Summer school session will be provided for seven weeks in July and August 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Severely Handicapped
Specified Special Education Placement

Alice Meyers 8-26-77
Parent/designee signature Date

John Meyers 8-26-77
Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Alice Meyers 8-26-77
Parent/designee signature Date

John Meyers 8-26-77
Parent/designee signature Date

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Student *Tommy B. Myers* *FICTITIOUS*

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Develop pre-vocational sorting skills.	*A. By June 1978, Tommy will develop sorting skills sufficient to sort six sizes of nuts and bolts by size correctly 100% of the time.* Person responsible *M. Valdez* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Develop skills in assembling simple tasks.	*A. By June 1978, Tommy will develop assembly skills sufficient to sort six sizes of nuts, placing appropriate nut on bolt, tightening it, without assistance 100% of the time.* Person responsible *M. Valdez* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
III. Develop skills in using money.	*A. By January 1978, Tommy shall select a quarter, dime, nickel and penny with 80% accuracy.* Person responsible *S. E. Best* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1978, Tommy shall associate the appropriate cent's value with a quarter, dime, nickel and penny with 90% accuracy. Person responsible *S. E. Best* Date established *8-26-77*	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX A

INDIVIDUALIZED EDUCATION PROGRAM

FICTITIOUS

Page 1 of 4

Student *Marvella Kidder* BD *7-12-69* CA *8.6*

Personal Identifier *Blond hair; blue eyes.* Sex *Female*

Teacher *Justin R. Long* No. Yrs. Enrolled in School *2* Grade *Primary*

School *Potter Development Center* Special Program *Development Class for Handicapped*

Date of Initial Enrollment in Special Education *9-75* *Projected Date of Placement *9-16-77* Anticipated Duration of Placement *One year.*

Career/Vocation Education Program *Prevocational Skills Program*

Extent of Regular Class Placement *0* % P.E. Program *Adaptive/Remedial*

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language: *Some verbal speech, somewhat difficult to comprehend. Pairs with sign approximations; good receptive vocabulary.*

Academics: *Development below prereadiness level.*

Social Adaptation/Emotional Development: *Enjoys being around others.*

Psychomotor: *Sensory integration problems of balance, fine and gross motor coordination, reflex integration.*

Prevocational/Vocational Skills: *Learning to dress self.*

Self-Help Skills: *Has adequate use of cup and spoon. Washes hands with assistance; assists in dressing; feeds self finger foods.*

Learning Style (Modality): *Visual/auditory learner.*

Learning Approach (e.g., reflective, persistent, etc.) *Enjoys being with people. Excellent receptive comprehension of language. Enjoys praise and approval.*

Health Status: *Good.*

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)): *No delay.*

Date of Meeting *September 11, 1977*

Parents *Paula O. Kidder* Phone *239-6844*

Address *2204 Maple Drive, Ocean View CA 98765*

Native Language of Pupil *English* How Determined *Parent report.*

Native Language of Home *English* School District of Residence *Ocean View Unified*

RATIONALE FOR PLACEMENT

Functional description of handicap: *Developmental delay in speech and language in expressive and receptive areas. Needs expansion of language skills; needs prespeech. Poor integration of body sides; poor upper shoulder girdle strength. Inadequate skills in using spoon to feed self; unable to drink from cup independently.*

Specific special education to be provided: *Class at development center for handicapped.*

Related services to be provided: *Physical therapy for associative conditions of CP.*

Special material/equipment to be provided: *Standing tables with leg braces, wheelchair.*

Provision(s) for possible transition into regular classroom program: *NA - Reverse integration.*

Rationale for Least Restrictive Environment: *Marvella is functioning well in her placement. She meets requirements for class and is receiving instruction in areas of need. She works well in a one-to-one and group situation.*

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Student Marvella Kidder FICTITIOUS

Page 2 of 4

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Participating IEP committee members ^{xx} sign below:	Date
Paula O. Kidder Parent/designee signature	9-11-77
Deceased Parent/designee signature	
Student signature	
Tom Wells Supervising Head Teacher Special education administrator/designee signature	9-11-77
Regular education teacher signature	
L. Phelps *School psychologist signature	9-11-77
Carol Kane *Language, speech, and hearing specialist signature	9/11/77
Sue Moore School nurse signature	9-11-77
XX Dick Helms Special education teacher signature	9/11/77
Interpreter signature	
Dr. Sam York Other signature (specify) LICENSED PHYSICIAN/SURGEON	9-11-77
Kay Leons O.T. Other signature (specify) CCS REPRESENTATIVE	9-11-77

*Has evaluated pupil

^{xx}Indicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Certificate of participation on development center for handicapped.

Determination of extended school year services (CAC 3306(e)):

Will be provided during the July - August summer session 1978.

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Development Center for Handicapped

Specified Special Education Placement

Paula O. Kidder Parent/designee signature	9-11-77 Date
Parent/designee signature	Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Paula O. Kidder Parent/designee signature	9-11-77 Date
Parent/designee signature	Date

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Student *Marvella Kidder* FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
I. Improve eating and drinking skills.	A. By June 1978, Marvella will drink from cup held in both hands independently 100% of the time. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1978, Marvella will bring cuffed Dee-spoon to mouth with little assistance 50% of the time. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. By June 1978, Marvella will demonstrate improved control of tongue and mouth by chewing with mouth closed 75% of the time. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
II. Improve gross motor and reflex integration.	A. By June 1978, Marvella will independently move wheelchair a distance of 10 feet 100% of the time. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1978, Marvella will use arms together to propel scooter board forward a distance of 10 feet seven-out-of-ten trials. Person responsibile Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. By June 1978, Marvella will demonstrate improved reflex integration in (prone, supine, sitting and quadepal) positions 50% of the time. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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Student *Marvella Kidder* FICTITIOUS

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Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria.	Date
III. Expand language skills.	A. By June 1978, Marvella will demonstrate 50% expanded receptive vocabulary of nouns, verbs and prepositions as measured by teacher assessment. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	B. By June 1978, Marvella will imitate on request motor and vocal patterns with 50% accuracy. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	C. By June 1978, Marvella will manipulate tongue with 25% accuracy in prespeech tongue exercises. Person responsible Justin Long Date established 9-11-77	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsibile Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed
	Person responsible Date established	______ Achieved ______ Reviewed ______ *Revision recomm. ______ Parent informed

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APPENDIX B

SUMMARY OF CAC TITLE 5 REQUIREMENTS

COMPOSITION OF E&P AND/OR IEP COMMITTEE

Program	1 Special Ed.Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
All EH Programs	*Yes*	*Yes*	*Yes*	*Yes*	*Current information may be requested by E&P committee.*	*When appropriate*	*Yes*	*Autistic, yes. Other EH optional.*	*Yes, when not same as #2.*	*Optional*	*Optional*
MR	*Yes*	*Yes*	*Yes*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
PH Programs (a) Hearing Impaired	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*
(b) Blind	*Yes*	*Yes, when available*	*Optional*	*Optional*	*(Or optometrist) written report.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(c) Partially Seeing	*Yes*	*Yes, when available*	*Optional*	*Optional*	*(Or optometrist) written report.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(d) Orthopedic or Other Health Impaired	*Yes*	*Yes*	*Optional*	*Optional*	*(Or nurse practitioner) written report.*	*When Appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*

*Parent may have representative such as M.D., psychologist, M.S.W., teacher, etc. provide information to the committee.

**Pupil may be below age of 18 years if sufficiently mature and intelligent to participate in IEP planning.

***Who has examined pupil.

****Other pupil service worker(s) who has/have conducted assessment(s) [CAC 5 3301(e)].

Program	1 Special Ed.Admin. or Designee	2 Experienced Special Education Teacher	3 School Nurse	4 Cred.*** School Psychologist	5 Licensed Physician	6 Pupil*	7 Parents **	8 Sp/Lang/H Specialist ***	9 Regular Teacher	10 Cred.*** Licensed Audiologist	11 **** Other
(e) Severe Disorders of Language Including Aphasia	*Yes*	*Yes*	*Optional*	*Yes*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Yes--if student has significant hearing loss.*	*Yes, for NES/LES competent in primary language.*
(f) Other Speech-Language Handicapped (Communication Disorders)	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*
(g) Other Physically Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
(h) Multi-Handicapped	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional*
Development Centers for Handicapped	*Yes/or supervising head teacher*	*One(s) most appropriate to needs*	*Yes/or #5/or nurse practitioner.*	*Yes*	*Yes/or #3/or nurse practitioner.*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Optional*	*Optional & CCS representative if available*
Hearing Impaired and Visually Impaired (Deaf-Blind)	*Yes*	*Yes*	*Optional*	*Optional*	*Optional*	*When appropriate*	*Yes*	*Optional*	*Optional*	*Yes*	*Optional*

APPENDIX C

Addresses of Vendors and Publishers

1. AK Films
   35 West 45th Street
   New York NY 10036
2. Academic Therapy Publications
   1539 Fourth Street
   San Raphael CA 94901
3. Adapt Press, Inc.
   808 West Avenue North
   Sioux Falls SD 57104
4. Addison Wesley Publishing Company
   Sand Hill Road
   Menlo Park CA 94025
5. Advanced Learning Concepts
   211 West Wisconsin Avenue
   Milwaukee WI 53203
6. Alameda County Superintendent of Schools
   224 West Winston Avenue
   Hayward CA 94544
7. Allegheny Intermediate Unit 3
   Suite 1300
   2 Allegheny Center
   Pittsburgh PA 15212
8. Allyn & Bacon, Inc.
   470 Atlantic Avenue
   Boston MA 02210
9. American Association on Mental Deficiency
   Central Office
   5201 Connecticut Avenue
   Washington DC 20015
10. American Guidance Service
    Publishers Building
    Circle Pines MI 55014
11. Association for Research in Infants and Child Development
    4 North Drive, Great Badow, Chelitis Ford
    Essex 1 England
12. BKR Project
    Sunland Training Center
    Miami FL 33100
13. Behavioral Research Laborial
    Ladera Professional Center
    Box 577
    Palo Alto CA 94302

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14. Bell and Howell
Audio-Visual Products Division
7100 McCormick Road
Chicago IL 60645

15. Borg-Warner Educational Systems
30224 Benecia Avenue
Laguna Niguel CA 92647

16. C. V. Mosby Company
11830 Westline Industrial Drive
St. Louis MO 63141

17. California Association of Health, Education and Recreation
(Physical Education Workshop Syllabus)
Fresno CA 93700

18. The California Project
1455 Response Road - Suite 138
Sacramento CA 95815

19. Charles B. Slack, Inc.
Thorofare
New Jersey 08086

20. Charles C. Thomas
301-327 East Lawrence Avenue
Springfield WI 62703

21. Charles E. Merrill Publishing Company
1300 Alum Creek Drive
Columbus OH 43216

22. Childcraft
20 Kilmer Road
Edison NJ 08817

23. Child Development and Mental Retardation Center
University of Washington
Seattle WA 98105

24. Children's Music Center
5373 West Pico Boulevard
Los Angeles CA 90019

25. Communication Research Associates
Salt Lake City
Utah 84100

26. Communication Skill Builders, Inc.
817 East Broadway
P. O. Box 6081
Tucson AR 85733

27. Consulting Psychologist Press, Inc.
577 College Avenue
Palo Alto CA 94300

28. Continental Press, Inc.
Elizabethtown PA 12022

29. Council for Exceptional Children
1920 Association Drive
Reston VA 22091

30. Creative Playthings
G & W School Supply
P. O. Box 14
Fresno CA 49707

31. Curriculum Associates
6 Heitshaw Street
Woburn MA 01801

32. T. S. Denison & Company
5100 West 82nd Street
Minneapolis MI 55437

33. Developmental Learning Materials
7440 Natchez Avenue
Niles IL 60648

34. E. P. Dutton & Company
201 Park Avenue
New York NY 10003

35. Edmark Associates
13241 Northrup Way
Bellevue WA 98005

36. Education for Multi-Handicapped
University of Virginia Hospital
Box 232
Charlottesville VA 22901

37. Educational Activities
P. O. Box 392
Freeport NY 11520

38. Educational Performance Associates
563 Westview Avenue
Ridgefield NJ 07657

39. Educational Press
Box 188
Glen Ridge NJ 07028

40. Educational Teaching Aids
c/o G. W. School Supply
P. O. Box 14
Fresno CA 49707

41. Educational Test Specialist
P. O. Box 1441
Missoula MO 59801

42. Educators Publishing Service, Inc.
75 Moulton Street
Cambridge MA 02138

43. Elwyn Institute
Elwyn PA 22901

44. Foreworks
7112 North Teesdale Avenue
North Hollywood CA 91605

45. Fairview State Hospital
Research Department
2501 Habor Boulevard
Costa Mesa CA 92626

46. Family Planning and Population Information Center
Syracuse NY 13200

47. Fearon Publishers
Project Memphis
6 Davis Drive
Belmont CA 94002

48. Follett Publishing Company
1000 West Washington
Chicago IL 60607

49. George Peabody College
21st Avenue, South
Nashville TN 37203

50. Goff's Educational Aids
12991 Newport Avenue
Tustin CA 92680

51. Grolier Educational Corporation
845 Third Avenue
New York NY 10022

52. Grossmont Union High School District
Grossmont Work Training Center
P. O. Box 1043
La Mesa CA 92041

53. Grune and Stratton, Inc.
111 Fifth Avenue
New York NY 10030

54. H & H Enterprises
Box 3342
Lawrence KS 66044

55. Harper & Row Publishers, Inc.
10 East 53rd Street
New York NY 10022

56. Houston Speech and Hearing Center
1010 Louisiana
Houston TX 77002

57. Hubbard
P. O. Box 104
Northbrook IL 60062

58. Humboldt County Superintendent of Schools
555 H Street
Eureka CA 95501

59. Ideal Company
Oak Lawn IL 60453

60. Inner London Education Authority
London, England, 1966

61. Interstate Printers & Publishers, Inc.
Danville IL 61832

62. Instructional Development Corporation
P. O. Box 361
Monmouth OR 97361

63. Instructo Corporation
McGraw-Hill
Paoli PA 19301

64. Instructor
McGraw-Hill
Paoli PA 19301

65. Interpretive Education
400 Bryant Street
Kalamazoo MI 49001

66. Irvington Publishing Company
551 Fifth Avenue
New York NY 10017

67. John Day Company
666 Fifth Avenue
New York NY 10019

68. Kaplan School Supply Corporation
600 Jamestown Road
Winston Salem NC 27103

69. Keith Crawley
Editorial Materials
P. O. Box 757
La Brea CA 92621

70. Kern County Superintendent of Schools
5801 Sundale Avenue
Bakersfield CA 93309

71. Ladoca Project and Publishing Foundation
East 51st Street and Lincoln Streeet
Denver CO 90216

72. Lakeshore Curriculum Materials Company
1646 Phoebe Street
La Mirada CA 90637

73. Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey CA 90242

74. Los Angeles Unified School District
450 North Grand Avenue
P. O. Box 3307 Terminal Annex
Los Angeles CA 90051

75. M-A-P Orihect
ARIN Intermediate Unit 28
Court House
Indiana PA 15701

76. MCM Corporation
283 Greenwich Avenue
Greenwich CT 06830

77. MacMillan Company
866 Third Avenue
New York NY 10002

78. Madison Public Schools
Madison WI 53700

79. Massachusetts Center for Program Development
and Evaluation
10 Hall Center
Medford MA 02155

80. Melton Book Company
111 Leslie Street
Dallas TX 75207

81. Metro American Products
P. O. Box 2341
Kalamazoo MI 49002

82. Midwest Publications Company, Inc.
P. O. Box 129
Troy MI 48084

83. Milton Bradley Company
Springfield MA 01101

84. Modern Education Corporation
P. O. Box 721
Tulsa OK 74101

85. Monterey County Superintendent of Schools
Department of Special Education
P. O. Box 851
Salinas CA 93901

86. National Association for Retarded Citizens
2709 Avenue E, East
Arlington TX 76011

87. National Easter Seal Society for Crippled
Children and Adults
2023 West Ogden Avenue
Chicago IL 60612

88. Northeast Regional Resource Center
Region 9
Hightstown NJ 08520

89. Opportunity for Learning
5024 Lankershim Boulevard, Dept. 7A7
North Hollywood CA 91601

90. Pacific State Hospital
3530 Pomona Boulevard
Pomona CA 91768

91. Pacific Telephone Company or
American Telephone & Telegraph
1188 Sixth Avenue
San Diego CA 92101

92. Pantheon Books
Random House, Inc.
457 Hahn Road
Westminister MD 21157

93. Parents for Movement Publications
Pasadena CA 91100

94. Peek Publications
P. O. Box 11065
Palo Alto CA 94306

95. Planned Parenthood Association of
South East Pennsylvania
John Day Company
1402 Spruce Street
Philadelphia PA 19102

96. Playskool
c/o G. W. School Supply
562 6 East Belmont Avenue
P. O. Box 14
Fresno CA 93727

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97. J. A. Preston Corporation
71 Fifth Avenue
New York NY 10003

98. The Psychological Corporation
304 East 45th Street
New York NY 10017

99. Psychological Development Publications
7150 Lakeside Drive
Indianapolis IN 46278

100. Purchase and Rental
128 East 36th Street
Indianapolis IN 16205

101. Renee Fuller
Box 195
Owings MD 21117

102. Research Press
233 East Redwood Street
Baltimore MD 21202

103. Resources for Retarded
O'Berry Training Center
Goldsboro NC 27530

104. Rimland Institute
4758 Edgeware Road
San Diego CA 92139

105. San Diego County Superintendent of Schools
6401 Linda Vista Road
San Diego CA 92111

106. San Juan Unified Schools
3738 Walnut Avenue
Carmichael CA 95608

107. John Sattler
Pacific Beach Occupational Training Center
San Diego City Schools
4100 Normal Street
San Diego CA 92013

108. Science Resource Associates, Inc.
259 East Erie
Chicago IL 60611

109. Scott Foresman Company
Glenview IL 60025

110. Skill Development Equipment Company
1340 North Jefferson
Anaheim CA 92807

111. Slosson Educational Publications
140 Pine Street
East Aurora NY 14052

112. Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta GA 30327

113. Special Child Publications
4535 Union Bay Place, N.E.
Seattle WA 98105

114. Stanwix House
3020 Chartiers Avenue
Pittsburgh PA 15024

115. Star Press
Winter Haven FL 33880

116. Syl-Bern, Inc.
9035 Reseda Boulevard
Northridge CA 91324

117. Syracuse University Reading Center
Syracuse NY 13210

118. Teaching Resources
100 Boylston Street
Boston MA 02116

119. Teachers Publishing Corporation
100 F. Brown Street
Riverside NJ 08075

120. Texas Regional Resource Center
211 East 7th Street
Austin TX 78701

121. Vort Corporation
P. O. Box 11132
Palo Alto CA 94306

122. University of Denver
Department of Special Education
Denver CO 80210

123. University of Illinois
Institute for Child Behavior and Development
Champaign IL 61820

124. University of San Diego
Alcala Park
San Diego CA 92110

125. University of Texas
Austin TX 78712
(Mr. Wes Williams)

126. University Park Press
Chamber Of Commerce Building
Baltimore MD 21202

127. University Press
1011 East Water Street
Syracuse NY 13210

128. Walworth County Special School
Elkhorn WI 53121

129. David Watson
Route 1
Winneconne WI 54986

130. Western Psychological Services
1203 Wilshire Boulevard
Los Angeles CA 90025

131. Wisconsin Department of Public Instruction
126 Langdon Street
Madison WI 53702

APPENDIX D

HANDBOOK EVALUATION

Project HAPI

Please evaluate Assessment + Intervention = IEP, A Handbook on How to Write an Individualized Education Program according to the rating scale below. Your input is requested since your reactions will provide the primary guide in improving and refining this second field test edition.

Rating Scale

1 = Not worth reporting
2 = Poor
3 = Fair
4 = Good
5 = Excellent

	1	2	3	4	5
1. Appropriateness of materials included for area of exceptionality					
2. Usefulness in selecting items (e.g. tests, strategies, materials) and organizing results in writing Individualized Education Program(s) (IEPs).					
3. Reliability of materials included.					
4. Practicality of materials included					
5. Availability of materials included					
6. Suitability to needs of students					
7. Usefulness to my style of assessment and intervention . . .					
8. Usefulness in designing inservice workshops to train teacher/specialists in writing effective IEP's and IIP's . . .					
9. Usefulness of sample (completed) IEPs					
10. Ease of use - physical layout					

Your comments are invited on all aspects of these handbooks. Would you indicate those items, sections, etc. which are:

Not Worth Including	Most Worthy of Including

Other Comments:

Name ____________________ District ____________________

Position: Elem. __________ Sec. __________ Itinerant __________

Resource/Spec. Class ____________________

TRAINING PACKET

PROJECT hapi

RECOMENDACIÓN PARA UNA EVALUACIÓN
CONSENTIMIENTO PATERNO PARA CONSIDERAR UN PLAN PARA EDUCACIÓN ESPECIAL Y SUS SERVICIOS

Nombre del estudiante ______________________________ Fecha de referencia ____________

RAZONES PARA LA RECOMENDACIÓN: su hijo ha sido recomendado al grupo de evaluadores (_____EAS, _____SAT, ____E&P) debido a su comportamiento actual que enseguida describimos:

Posible programa alternativo: ____

El grupo de evaluadores se compone de un personal escolar con sus credenciales debidamente acreditadas y es el indicado para recomendar los servicios especiales adaptados a las necesidades del estudiante. Para poder planear el programa adecuado para cada estudiante, los evaluadores necesitan conducir la evaluación. Dicho plan de evaluación describe a continuación los procedimientos, pruebas, documentación o reportes que se planean usar, incluyendo procedimientos para evaluar la percepción visual y otros problemas de percepción. Todas las pruebas que se usarán son las más apropiadas y no perjudicarán de ninguna manera al estudiante.

PLAN DE EVALUACIÓN - Fecha en que se completará la evaluación ____________________

Persona Responsable	Instrumento de Evaluación	Descripción del Instrumento	Razón para su uso

Forma 627-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

NOTA: No se requiere copia al carbon
(escriba a máquina o con tinta escribiendo firmamente)

BLANCO: Director del Proyect
AMARILLO: Archivo
ROSA: Iniciador

Una copia de los *Derechos de los Padres y del Estudiante*, ha sido incluída para su información. Los padres tienen el derecho de participar y proporcionar información y tomar decisiones referente a la educación de su hijo. Si usted desea más información con respecto a sus derechos o a los procedimientos para ejercer estos derechos, puede comunicarse a la escuela de su hijo o a la oficina del distrito escolar.

> *Doy mi autorización para que las evaluaciones previamente descritas sean llevadas a cabo dentro de un periodo de 35 días después de que la escuela haya recibido esta autorización. Entiendo que los resultados serán confidenciales y que se me invitará a la junta cuando la evaluación se haya completado para ver los resultados y discutir los posibilidades del programa. Es de mi conocimiento que no habrá ningun cambio en la colocación educativa. También acuso de recibo una copia de los Derechos de los Padres y del Estudiante, incluyendo el proceso legal y procedimientos de protección.*

________________________________ __________________
Firma del padre o tutor *Fecha*

Si desea mayor información por favor comuniquese con: ________________________________
Firma del Coordinador del Grupo de Evaluadores

____
Teléfono

Favor de firmar y devolver a:

____
____
____

Fecha de devolución: _____________________

☐ Copia proporcionada a los padres en su idioma nativo

Forma 627-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego 8/79

NOTA: No se requiere copia al carbon
(escriba a máquina o con tinta escribiendo firmamente)

BLANCO: Director del Proyect
AMARILLO: Archivo
ROSA: Iniciador

ESTUDIO PSICOEDUCACIONAL 1 de 2

Proyecto HAPI Resultados de la Evaluación

Nombre ____________________________Sexo_____ Fecha de nacimiento__________ _____Grado

(CAC 5 3421 (b) y 45FR 121a.543) El reporte escrito debe incluir una declaración de:

1. Si el niño tiene una desventaja específica para el aprendizaje.

2. Descripción de la desventaja.

3. Razones para llegar a la determinación.

4. Características del comportamiento estudiadas durante el periodo de observación.

5. Relación de las características en el funcionamiento académico del niño.

6. Resultados conectados con condiciones físicas que pueden afectar educacionalmente al niño, si las hay.

7. Gran discrepancia entre los logros y habilidades que no pueden corregirse sin educación especial y sus servicios relacionados, diseñados para individuos que se ha determinado tienen desventajas en el aprendizaje o de comportamiento.

8. Determinación del grupo de evaluadores sobre efectos ambientales, culturales o desventajas económicas.

Forma 615/HAPI
Distrito de Escuelas Depto. de Edu

NOTA No se requiere copia al carbon
[illegible]

BLANCO: Director del Proyecto
AMARILLO: Archivo
ROSA: Iniciador

9. Reporte del Psicólogo 2 de 2

-En mi opinion profesional ______________________________, las habilidades básicas para aprender estan dentro del alcance normal de los funcionamientos, sobre todo no atribuyen a una retardación mental, ni tampoco por tener conocimientos limitados del idioma inglés. (Este informe no será requerido para individuos cuyos desórdenes en el aprendizaje y de comportamiento sean debido a serios trastornos emocionales o autismo)

____

Firma del psicólogo de la escuela Fecha

Yo certifico que el reporte adjunto refleja mis conclusiones con respecto a ____________

______________________________, basados en los resultados de la evaluación.

(Instrucciones: Un miembro del grupo hay que identificarse como el coordinador del grupo.)

	Fecha
______________________________	____________
Firma del administrador o su representante en educación especial	
______________________________	____________
Firma del maestro especializado en educación especial	
______________________________	____________
Firma del maestro de educación regular	
______________________________	____________
*Firma del psicológo de la escuela	
______________________________	____________
*Firma del especialista de oído, habla y lenguaje	
______________________________	____________
Firma de la enfermera de la escuela	
______________________________	____________
Otra firma adicional	
______________________________	____________
Otra firma adicional	
______________________________	____________
Otra firma adicional	

* psicólogo que ha examinado al estudiante

Cualquier miembro que no esté de acuerdo debe presentar por separado su informe con sus conclusiones. Adjunte dicho informe con este estudio.

Forma 635/MAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

NOTA: No se requiere copia al carbon
(escriba a máquina o con tinta escribiendo firmemente)

BLANCO: Director del Proyecto
AMARILLO: Archivo
ROSA: Iniciador

ACCIÓN RECOMENDADA POR EL GRUPO DE ELIGIBILIDAD Y PLANIFICACIÓN

Fecha ______________________ Nombre ______________________

Escuela ______________________ Grado ______________________

Estimado ______________________:

El Grupo de Eligibilidad y Planificación (E&P) se reunirá en:

______________ a las __________ a.m. p.m. ubicado en ______________________

(fecha) (hora) (lugar)

Por las razones abajo especificadas:

1. Acción propuesta: ______________________

2. Razones para la proposición: ______________________

3. Opciones consideradas: ______________________

4. Razones por las cuales se rechazaron las opciones: ______________________

5. Procedimientos usados para evaluar: ______________________

6. Documentación a considerar: ______________________

7. Otros factores: ______________________

Forma 628-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego 8/79

NOTA: No se requiere copia al carbon

(escriba a máquina o con tinta escribiendo firmamente)

BLANCO: Director del Proyecto
AMARILLO: Archivo

Se requiere su presencia esta junta. *Le suplicamos notificarnos si usted no planea asistir a esta junta.*

Si usted desea, puede invitar a las siguientes personas, por ejemplo: Una trabajadora social, un maestro, un psicólogo o un optometrista para que represente a su hijo o para que proporcionen información que pueda ayudar al comité. Si usted desea hacerlo, por favor complete la parte de abajo de esta forma. Solamente personas que usted autorice pueden participar en esta junta. Queremos hacer de su pleno conocimiento que el Distrito NO tiene autorización ni fondos para pagarle a usted o a la persona que va a representarlo.

Doy mi autorización para que las siguientes personas asistan a la junta de E&P y representen a mi hijo:

Nombre ______________________ Dirección ______________________

Parentesco con el alumno ______________ ______________________

Nombre ______________________ ______________________

Parentesco ______________________ ______________________

Yo, el padre o tutor del alumno PODRÉ ____ NO PODRÉ ____ asistir a la junta.

Yo, la madre o tutor del alumno PODRÉ ____ NO PODRÉ ____ asistir a la junta.

______________________ ______________

Firma del padre o tutor Fecha

______________________ ______________

Firma de la madre o tutor Fecha

Favor de firmar y regresar esta forma a:

____

____

Muchas gracias.

Forma 628-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego 8/79

NOTA: No se requiere copia al carbon

(escriba a máquina o con tinta escribiendo firmemente)

BLANCO: Director del Proyecto
AMARILLO: Archivo
ROSA: Iniciador

PLAN No. 7: 23-5-79
Proyecto HAPI

PROGRAMA DE EDUCACIÓN INDIVIDUAL

Nombre del Estudiante ______________ FN __________ EC __________

Identificación personal ______________ Sexo __________

Maestro ______________ No. de años en la escuela _____ _____ Grado

Escuela ______________ Programa especial __________

Fecha inicial de inscripción en Educ. Especial _____ *Fecha propuesta de colocación _____ Duración de colocación anticipada _____

Carrera y vocación del Programa Educ. ______________

Tiempo de colocación en la clase regular ______________ % Programa de Educ. Física __________

INDIQUE EL NIVEL ACTUAL DE FUNCIONAMIENTO:

Comunicación y Lenguaje

Academicos:

Adaptación Social o Desarrollo Emocional:

Psicomotor:

Destrezas pre-vocacionales, vocacionales:

Destrezas de esfuerzo personal:

Estilo de aprendizaje (modalidad):

Manera de aprender (por ejemplo, reflectiva, persistente, etc.)

Estado de salud:

*Si al estudiante no se le puede dar la colocación apropiada dentro de los primeros 20 días escolares, exponga la razón de la demora y la fecha planeada para la colocación (CAC 3305(c)):

Fecha de la junta ______________

Padres ______________ Teléfono __________

Dirección ______________

Idioma nativo del alumno ______________ Como fue determinado __________

Idioma nativo del hogar ______________ Distrito Escolar de Residencia __________

RAZÓN PARA LA COLOCACIÓN

Descripción de la desventaja funcional:

Educación especial específica que se va a proporcionar:

Servicios relacionados que se van a proporcionar:

Material especial y equipo que se va a proporcionar:

Medidas necesarias que se tomarán en caso de un posible cambio al programa de clase regular:

Razón para la colocación en un ambiente menos restrictivo

NOTA: No se requiere copia al carbon

(escriba a máquina o con tinta escribiendo firmamente)

Forma 631-1/HAPI
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

BLANCO: Director del Proyt
AMARILLO: Archivo
ROSA: Iniciador

Nombre del alumno ______________________________

Las personas cuyas firmas aparecen a continuación, atestiguan el procedimiento que se ha seguido con relación al planeamiento instructivo de evaluación, su proceso legal, la colocación o terminación, así como también que el alumno cuyo nombre aparece arriba se ha identificado como el estudiante que necesita (o no necesita) servicios de educación especial, de acuerdo a las leyes y reglamentos federales y estatales. Las metas, objetivos, programas y servicios se determinarán debidamente ya sea si el alumno tiene limitaciones en el idioma inglés o si no lo habla.

xx Firmas de los miembros de comité que participan en el IEP:	Fecha
Firma del padre o su representante	
Firma de la madre o su representante	
Firma del alumno	
Firma de administrador de educación especial o su representante	
Firma del maestro de educación regular	
* Firma del psicólogo de la escuela	
*Firma del especialista en oído, habla y lenguaje	
Firma de la enfermera de la escuela	
Firma del maestro de educación especial	
Firma del interprete	
Otra firma (especifique)	
Otra firma (especifique)	

*Especialista que ha evaluado al alumno

xx Indica el coordinador del grupo

Requisitos para pasar al nivel de secundaria (CAC 3306(s)):

Determinación para ampliar los servicios durante el año escolar (CAC 3306(e)):

La firma de los padres o de su representante atestigua el permiso concedido para la colocación de un programa de educación especial como:

____
Especificación de la colocación en educación especial

Firma del padre o su representante ______ Fecha ______

Firma de la madre o su representante ______ Fecha ______

Una forma por escrito y la explicación detallada de los derechos, protección y proceso legal ha sido proporcionada y recibida por los padres de acuerdo a las leyes federales.

Firma del padre o su representante ______ Fecha ______

Firma de la madre o su representante ______ Fecha ______

Forma 631-1/[illegible]
Supte. de Escuelas, Depto. de Educ.
Condado de San Diego

NOTA: No se requiere copia al carbon
(escriba a máquina o con tinta escribiendo firmamente)

BLANCO: Director del Pr yect
AMARILLO: Archivo
ROSA: Iniciador

LAN No. 7: 23-5-79

royecto HAPI   Nombre del Estudiante ____________ __ ____________   3 de 3

Metas Anuales	Objetivos de Instrucción a Corto Plazo	Control de Metas y Objetivos
	Tiempo establecido, observación del comportamiento, condiciones, y criterio de evaluación. Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación Para la revisión * ________ Información a los padres ________
	Persona Responsable Fecha	Fecha Alcanzados ________ Revisión ________ Recomendación para la revisión * ________ Información a los padres ________

*CAC Title 5 - 3307

rma 631-1/HAPI
pte. de Escuelas, Depto. de Educ.
ndado de San Diego

NOTA: No se requiere copia al carbon
(escriba a máquina o con tinta escribiendo firmemente)

BLANCO: Director del Proyecto
AMARILLO: Archivo
ROSA: Iniciador

Project HAPI Pre-/Post-Test

Questions on Individualized Education Programs

Name:______________________________ Date:____________________

1. The concept of an individualized education program was developed by PL 94-142:

    a. True
    b. False

2. An individualized education program is written for:

    a. children presently unserved
    b. all handicapped children
    c. handicapped children receiving special services
    d. all children
    e. none of the above

3. The maximum life span of an individualized education program is:

    a. one year
    b. three years
    c. not determined
    d. dependent on the completion of objectives
    e. none of the above

4. A complete evaluation of a child receiving special education services shall occur:

    a. prior to initial placement
    b. before placement change
    c. upon request by a teacher or parent/guardian
    d. at least every three years the individual remains in special education
    e. all of the above

5. An IEP is an:

    a. ideal education package
    b. indigestible educational palaver
    c. individualized education program
    d. Ithaca Edsel Plant
    e. none of the above

6. The child's present level of functioning is part of the diagnostic information required in an IEP.

    a. True
    b. False

7. The child's label is part of the diagnostic information required.

    a. True
    b. False

8. Prescriptive information includes annual goals and short-term objectives.

   a. True
   b. False

9. "First-hand" information on IEP regulations can be found in:

   a. The Farmer's Almanac
   b. The Federal Register
   c. State Senate Bill
   d. OCR Bulletin 43
   e. None of the above

10. Necessary services should be delivered to handicapped children by placing them all in a regular classroom.

    a. True
    b. False

11. The IEP is a binding contract.

    a. True
    b. False

12. Who is responsible for implementing the IEP?

    a. The child's teacher
    b. Special teacher
    c. Whoever the E&P committee designates
    d. The parent
    e. None of the above

13. Which of the following is not a requirement under PL 94-142?

    a. Procedural due process
    b. Individualized education programs
    c. Parental involvement
    d. Elimination of special classes
    e. A full service plan by each LEA

14. Although a plan of intervention and instructional activities is not written in the IEP committee and does not require approval, it is mandated by PL 94-142.

    a. True
    b. False

15. A child with a suspected disability may be placed in a special education program for a period not to exceed 20 days prior to the E&P meeting and writing of the IEP.

    a. True
    b. False

16. The team designated to develop the IEP always includes:

    a. school nurse/nurse practioner
    b. the student
    c. the parents/guardians
    d. a special education teacher/specialist
    e. any school personnel who has participated in the evaluation where results are significant to the child's IEP
    f. the receiving teacher(s)/specialist(s)
    g. an administrator/designee

17. It is required that school districts seek out all handicapped individuals between the ages of 3 and 21 by:

    a. September 1, 1978
    b. September 1, 1979
    c. September 1, 1980
    d. September 1, 1981
    e. September 1, 1982

18. Prereferral tasks which do not require written parental consent are:

    a. illegal
    b. screening of speech, academics, hearing, etc.
    c. consultation with other school personnel
    d. search of school history in cumulative records

19. Written parental consent to assess is:

    a. always required
    b. not required when the parent makes a written referral for assessment
    c. not required when the parent makes an oral referral for assessment

20. The parent is always a member of the:

    a. assessment team
    b. E&P team
    c. IEP committee
    d. all of the above

Pre-/Post-Test
Answer Key and Explanation of Answers

1. FALSE--The concept of writing learning goals, and thus, individualizing teaching and learning has been a part of education for at least 25 years.

2. C------An educational program is written only for those children receiving services.

3. A------The individualized education program (IEP) must be reviewed at least annually.

4. E

5. C------This should be self-explanatory

6. A------Stated in the law.

7. FALSE--Not stated in the law and the philosophy behind PL 94-142 is to reduce labeling.

8. TRUE

9. B

10. FALSE--The concept of the least restrictive placement is that each individual with exceptional needs shall be educated with pupils who are not handicapped, as appropriate to the needs of both. The severity of the handicap may be such that the education of an individual with exceptional needs cannot be achieved satisfactorily in a regular setting.

11. FALSE--The IEP is a statement of services, goals and objectives, etc., not a contract.

12. C

13. D

14. TRUE

15. FALSE

16. C, D, E, G

17. C

18. B, C, D

19. A

20. D

Project HAPI

A Guide for Monitoring the Implementation of the IEP and Compliance of PL 94-142 and Title 5 Regulations

	September 1979		January 1980	
	YES	NO	YES	NO
1. Student's complete IEP is kept in classroom.				
2. An IEP for each student in special education class or program has been written, approved, and signed pursuant to (121a 341) (5CAC3154).				
3. Each IEP contains components listed in handbook, part I.				
4. Intervention and planned activities relate to IEP and goals and objectives.				
5. Evidence exists (documented) showing attempts to implement IEP components in a regular/scheduled fashion have been employed.				
6. Progress or date of achievement of intervention activities has been recorded.				
7. IEP is protected as confidential information pursuant to federal and state laws.				
8. Person responsible for establishing annual goals participated in IEP development.				
9. Person responsible for establishing annual goals developed pupil's intervention activities.				
10. Parents were involved in planning intervention activities.				

	September 1979		January 1980	
	YES	NO	YES	NO
11. When appropriate, student was involved in development of IEP.				
12. As objectives are met, new objectives are developed.				
13. The IEP reflects all areas of instruction that student should receive in a quality program.				
14. Student is receiving all of related services in accordance with his/her IEP. (121a 349)				
15. All needed related services are listed on IEP.				
16. All related services on IEP are available on a regular basis.				
17. All related services on IEP are avaible for an adequate time.				
18. Appropriate supplies and equipment needed to appropriately develop objectives are provided.				
19. New or additional materials can be obtained as needed to meet objectives.				
20. Training has been provided in use of specialized equipment or materials.				
21. Special education student participates in academic activities in regular class.				
22. Special education student participates in non-academic activities in regular education. (121a 550, 553 and 5CAC3155)				

	September 1979		January 1980	
	YES	NO	YES	NO
23. Student has opportunity to participate in school activities and programs regardless of handicapping condition (e.g., access to site premises pursuant to Section 504, Rehabilitation Act).				
24. Special education student is accepted by: a. regular classroom teacher				
b. student in classroom				
c. other staff members				
25. Student is integrated into regular classroom.				
26. Person responsible for establishing objective(s) coordinates school activities with regular classroom teaching: a. by support personnel				
b. conference				
c. memo				
d. informal reports				
e. other				
27. Student is working on activities related to goals and objectives of IEPs.				
28. Activities are individualized to meet student needs.				

	September 1979		January 1980	
	YES	NO	YES	NO
29. Written classwork or evidence of additional activities show student's work is appropriate to goals and objectives stated in IEPs.				
30. All instructional materials and equipment listed on IEP is available in classroom.				
31. Appropriate use of materials and equipment is effectively carried out.				
32. Basic skill areas are part of student's curriculum.				
33. When appropriate adaptive/remedial PE is provided for student based on needs.				
34. Student is provided appropriate nonacademic activities in his/her curriculum: a. art				
b. music				
c. dance				
d. other				
35. Student's classroom provides adequate space, ventilation, acoustics and furniture.				

PROJECT hapi

Pre/Post Training Inventory

Name________________________ Date________________________

Please check the response column which best describes your understanding of the following:

	Limited Awareness	Fair Awareness	Good Awareness	Able to Teach Peers/ Parents
1. What is the intent of PL 94-142?				
2. Why is there a need for an IEP?				
3. What must the IEP contain?				
4. Who assumes the responsibility of writing and implementing the IEP?				
5. At what point is written parental consent first required in the process IEP development?				
6. What is meant by due process?				
7. What differentiates goals and objectives?				
8. What are the areas of behavior designated to be assessed per PL 94-142?				
9. What are the special assessment requirements of PL 94-142 that apply only to children with specific learning disabilities?				
10. Who must attend the IEP meeting?				
11. What is meant by "establishing the least restrictive environment"?				
12. What is meant by extended school year services?				

PROJECT HAPI

TO:

DATE:

FROM:

RE:
BIRTHDATE:

Below is an authorization for you to release any information you have which would assist us in evaluating and determining the needs of the above student. This would include psychological and/or other testing, plus reports of any assessment team committee decisions.

School reports should cover academic achievement, social adjustment, and behavior. Medical data should include name of the doctor, date of examination, medical findings, and reports of special laboratory tests (i.e., EEG and pertinent recommendations and medications prescribed). Recommendations for the educational program would be helpful.

Thank you for your cooperation.

Sincerely,

- -

AUTHORIZATION

TO REQUEST AND RELEASE CONFIDENTIAL INFORMATION

NAME:____ BIRTHDATE:__________

PRESENT SCHOOL:________________________________ GRADE:__________

I hereby authorize____ to release to and/or secure from Psychological Services,__________________ School District, any educational, medical and/or psychological data on the above student. Such information will be shared with appropriate persons and used for professional purposes only.

DATE:__________________ SIGNED:__________________________________

RELATIONSHIP TO STUDENT________________________

ELIGIBILITY AND PLANNING TEAM COMMITTEE MEETING

Suggested Agenda

1. Introduction of members

2. Statement of intent of meeting

3. Validate personally identifiable information on IEP form

4. Inform parent of parent and child rights

5. Assessment results from E&P team members:
   - A. Assessment Analysis
   - B. Psychoeducational Study (EH and SDL)
   - C. Other special reports as determined by disability

6. Writing of IEP (recorded by designated team member)
   - A. Indicate present levels of function
   - B. Establish eligibility
   - C. Determine and write annual goals and instructional objectives
   - D. Determine placement based on goals and objectives, and develop:
     - (1) Rationale for placement
     - (2) Appropriate career/vocational education program
     - (3) Appropriate P.E. program
     - (4) Extent of regular class placement
     - (5) Projected date of placement
     - (6) Anticipated duration
     - (7) Secondary level graduation requirements
     - (8) Determination of extended school services

7. Obtain signatures

8. Tentative schedule for IEP review

PROJECT hapi Update

February 15, 1980

DUE DATE TODAY!!!

Thanks to all the 1979-80 HAPI participants and review panel members who have forwarded the questionnaires, evaluations, posttest data, etc. to the project office. With all this in hand, the project staff is armed with the information needed to write the application for dissemination.

* *

EXTRA! EXTRA! IEP CHANGE

Gordon Duck, assistant superintendent and director, Office of Special Education, California State Department of Education, has pointed out in a January 14, 1980 letter that the recent decision regarding parental consent for the contents of the IEP must be adhered to at this time. Please read this carefully--it is important!

> "Subject: Opinion of the Office of the Attorney General on Parents' Consent Required of the Contents of the Individualized Education Program
>
> The Attorney General's opinion on the subject of individualized education programs and parental consent addresses two substantive issues:
>
> 1. Whether parental consent is required for the contents of a child's individualized education program.
> 2. Whether the hearing procedure established in Title 5, California Administrative Code, Sections 3124(a) and 3308(a), which would permit the override of a parent's denial of consent, is valid and enforceable.
>
> The opinion concludes that parental consent is required for the entire individualized education program for an individual with exceptional needs, not just for the placement component. Furthermore, if a parent refuses to consent to an established individualized education program for his child, there is no procedure which would authorize a local education agency to override the denial of such consent.

EXTRA! EXTRA! IEP CHANGE CONTINUED

Some significant implications of the Attorney General's opinion are as follows:

1. Although the opinion cites and relies only on Master Plan statutory and regulatory authority, the opinion must be applied equally to non-Master Plan areas in order to assure equal protection of the law for all individuals with exceptional needs.

2. As of the date of this communication, all newly developed and revised individualized education programs must have parental consent prior to their implementation. Upon parental request, a pupil's current individualized education program developed or revised prior to this communication must be returned to the parent to solicit consent to the entire program.

3. If a parent does not consent to a pupil's individualized education program or the assessment of the pupil, the local education agency may not implement the individualized education program or assess the pupil. In accordance with the Attorney General's opinion, Sections 3124(a) and 3308(a) of Title 5, California Administrative Code are void and unenforceable. After attempts to reach agreement and obtain parental consent to the pupil's individualized education program or assessment plan have failed, then the pupil would attend the regular school's program, at the grade appropriate to his or her level of educational achievement in accordance with the Attorney General's opinion.

   The fair hearing process is still available, however, to a parent to determine the appropriateness of a contested individualized education program or assessment.

Inquires regarding this opinion may be directed to the Department's Legal Office (telephone 916-445-4694)." (State Department of Education)

You may wish to discuss this letter with your director of special education. If you need a copy of the above letter, contact Project HAPI's office.

* *

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS

"Short-term instructional objectives" on the IEP, according to the U.S. Office of Education have a "different meaning" than the objectives

U.S. OFFICE OF EDUCATION CLARIFIES DIFFERING IEP INTERPRETATIONS CONTINUED

in daily or weekly instruction plans. These objectives are simply outcomes or milestones for indicating progress in meeting annual goals. Therefore, these objectives must be completed on the IEP to comply with PL 94-142. (This was addressed in HAPI trainings.)

OE further says that it is not appropriate to place a child in special education and then, later, to develop the IEP. Under PL 94-142, IEPs must be developed and agreed to by professionals and parents before the child is placed in special education. However, at state and local option, teachers can expand the IEP after placement with more specific objectives or lesson plans.

OE says union officials cannot attend IEP meetings if student records are discussed, except with parental permission. HEW's Fair Information Practice Office writes, "It is improper to include parties whose participation is intended to protect the interest of teachers rather than the interest of the student." To do so would violate the confidentiality and procedural safeguards of PL 94-142.

* *

EDITING OF HAPI'S VIDEO PROGRAM NEAR COMPLETION

HAPI's video program EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP will soon be available in a three-part series:

PART I: AN INTRODUCTION TO THE IEP PROCESS

PART II: ASSESSMENT PLANNING
THE FIRST 15 SCHOOL DAY PERIOD

PART III: ASSESSMENT + INTERVENTION = IEP
THE 35 SCHOOL DAY PERIOD

In addition, a guide has been written to accompany the video program. This guide gives a synopsis of each part, some implications for use, discussion questions, and includes masters for overhead transparencies which coordinate with the video presentations.

The evaluations and comments from HAPI participants and review panel members have proven a real help. Project HAPI owes Dr. Doyle Knirk, San Diego County Department of Education, a big "thank you" for the time and direction he has volunteered during the editing of the video program. So, "thank you," Dr. Knirk, your input was most welcome and appreciated!

* *

TEST MANUALS NEEDED

Participants who have borrowed copies of the PIAT, WRAT, and KEY Math for HAPI posttesting please return them as soon as possible. There are others who are waiting to use them.

* *

ATTENTION - HANDBOOK CORRECTIONS

All handbooks - See Appendix B: The Composition of E&P and/or IEP Committee. Note the last category listed, "(d) Orthopedic or Other Health Impaired," column 4 change "yes" to "optional" and column 8 change "yes" to "optional."

The EDUCATIONALLY HANDICAPPED handbook ONLY. On the title page the author's name is misspelled. Change to "Grace Hanggi-Noe." Page iv - The first sentence is in error. Dr. Lawrence C. Barry is the project director (not coordinator). Pages 63 and 64. The pagination of these pages is reversed. Page 63 change to 64. Page 64 change to 63. To accomplish correct sequence you will need to remove the page and use your three-hole punch. While this does not improve the aesthetic quality it does give the correct continuity. (Sorry!)

* *

RECALLING AUDIOCASSETTES FOR THE VISUALLY IMPAIRED HANDBOOK

Problems in the reproduction of the audiocassettes which accompany the VISUALLY IMPAIRED handbook have been found in Segments One and Two. Please check yours. If it is faulty, return it to the project office and it will be replaced. Thanks to the members of the review panel for identifying this problem.

* *

ANY MORE CORRECTIONS?

The project staff appreciates learning of any corrections needed in the project materials. You are encouraged to call 292-3719 to report needed changes.

* *

MORE TO COME. . . . . . . AFTER SPRING VACATION!

PROJECT hapi

NOVEMBER 1979

DR. BARRY RESUMES AS PROJECT DIRECTOR

Dr. Lawrence Barry is again at the helm as the director of Project HAPI after a year's leave. Included in his many professional activities during a sabbatical leave last year were visitations to a number of districts which have implemented the Master Plan for Special Education. His European tour last summer was reported as a highlight. Dr. Barry returns with innovative ideas and interesting reports. Welcome back!

* *

HAPI HANDBOOKS UPDATED

The five handbooks, ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM for:

- Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped
- Hearing Impaired
- Visually Impaired
- Trainable Mentally Retarded and Developmentally Handicapped
- Educationally Handicapped

were revised to reflect the most recent changes in federal law and specifically the May 23, 1979 California Administrative Code Title 5 regulations. Part I, A Systematic Approach to IEP Development, presents an updated outline and explanation of required IEP components and sequential steps in IEP development following the timelines set out in the law. Forms for Referral to the Assessment Team, Notification of Referral/Parent Consent to Assessment Plan, E&P Team Recommended Action, and the IEP are offered in all handbooks. These forms are also available in Spanish from the project office, 292-3719. The appendices in each handbook now include five or more sample IEPs and a new matrix showing the current composition of E&P teams for different handicaps.

All handbooks sport a new cover using the project logo you see on this update. The handbooks remain the chief vehicle for training, serving as guides and basic materials in the sequential development of IEPs.

* *

Superintendent of Schools, Department of Education, San Diego County 11-79

AUDIOCASSETTES DEVELOPED FOR EACH HANDBOOK

Instructional audiocassettes, one specifically prepared for each handbook, have been added to the HAPI training package. These cassettes are designed to provide a self-instructional component to the training. The audiocassette is to be used simultaneously with the handbook. Each tape is divided into segments. With each segment of training the trainee, as a team member, is assigned a specific task. Upon completion of the tape and assignments, the trainee will have experienced the entire IEP process as a team member from the point of referral to implementation.

* *

HAPI HAS VIDEOTAPE

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP, a videotape, provides an overview of the IEP process depicting identification, referral, assessment, and IEP planning events in compliance with laws and regulations. This television program was developed for HAPI workshop trainings and as an inservice instrument for regular class teachers, administrators, parents, special education staff, relevant professionals (e.g., physical therapists, doctors, etc.), and parent/child advocates.

* *

1979-80 HAPI WORKSHOPS

For the third year, Project HAPI has had the privilege of working with master teachers/specialists--a very special group of educators who brought enthusiasm with their expertise to the workshops.

Project HAPI conducted six workshops during August and September. Eight San Diego County school districts and two nonpublic schools participated, sending 51 trainees.

The focus of the training was on a multidisciplinary team approach, stressing the need for each team member to understand the total IEP process. Training was designed for the purpose of offering staff development workshops in the writing of IEPs in compliance with federal laws and the May 23, 1979 California Administrative Code Title 5 regulations. Three models of training were offered this year.

Training Model I provided minimal direct instruction with one and one-half days in the workshop setting. The remainder of the training was accomplished by using the audiocassette with the handbook in a self-instruction situation.

Training Model II was a replication of the past two years' week-long training model. The format was different since the training this year included the use of the videotape and the audiocassettes.

A one-half day orientation was offered through training Model III. Project and trainee responsibilities were explained, the videotape was shown, and each

1979-80 HAPI WORKSHOPS CONTINUED

trainee received the appropriate HAPI handbook, the self-instructional audiocassette, and packet of materials. These trainees then completed the training independently.

All 1979-80 trainees had the option of earning two semester hours of credit through San Diego State University. This option is still open to those who may have decided after the completion of the workshops that they did, after all wish to sign up for credit. Any such person should call 292-3719 and inform Pat Mohr, Project HAPI secretary.

DEADLINE: Registration forms must be in the San Diego State's cashier's office on or before November 15, 1979.

Any 1979-80 trainee, regardless of training model, is invited to contact Jean Chapman, 292-3675, for support in completing responsibilities. All project test results and the three completed IEPs should be finalized and in Project HAPI's office now.

* *

THANK YOU, CHULA VISTA

A special thanks is extended to Chula Vista City School District for arranging for Barbara Karas, language, speech, and hearing specialist, to assist Jean Chapman, project coordinator, during two weeks of HAPI training. Barbara's contribution was a real plus.

* *

YOU MAY BE CALLED . . .(ANY VOLUNTEERS?)

If you were a 1977-78 or 1978-79 HAPI participant, you may be contacted to review and critique the videotape, the audiocassettes, and the revised handbooks. Such a panel will be assembled in the next few weeks. Again, it is your input that is so important in editing the project's materials.

* *

NO HAPI VAN, BUT. . .

Materials are still available for HAPI trainees to use on a check out basis. If you are in need of particular assessment or intervention items, contact the project office. We can use the truck mail to get items to you.

* *

INSERVICE FOR SAN DIEGO COUNTY DISTRICTS

Several inservice offerings with the HAPI videotape, handbooks, and audiocassettes are scheduled for districts who did not participate in workshop trainings this fall. These districts will be requested to react to the HAPI materials, too. If you or your district is interested in such an inservice, you may contact Jean Chapman at 292-3675.

* *

ATTENTION PAST TRAINEES

Due to a mechanical error, the updated sections of the Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped, were incorrectly punched to match the assessment and intervention sections. This Part One, which is appropriate in its entirety to both SDL and EH books, and in a general way for all handbooks, is available upon request. Replacing the present Part One of your handbook with the above named section will update your handbook. The attached IEP Flow Chart illustrates schematically the tasks and timelines in the IEP process. The revised Part One of all the handbooks follows this Flow Chart in a systematic, sequential fashion in providing an IEP Process Log and necessary forms to accomplish the development of an IEP.

* *

IEP AND EXTENDED YEAR SERVICES

From Wilson Riles, superintendent of public instruction and director of education, State of California:

> "Some district and county superintendents are going to fair hearings on the issue of whether an extended-year program should be written into a special education student's Individual Education Plan (IEP). This issue is clearly defined in regulation, Title 5, CAC, Section 3306(e).
>
> > "Extended school year services when needed, as determined by the Eligibility and Planning Team, shall be documented in the individualized education program."
>
> Note that Section 3106.5(e) imposes the same requirement on programs under the Master Plan.
>
> Determination of whether an extended-year program is appropriate for a particular child is a matter on which opinions may differ. However, once this decision is made, there is no room for dispute over whether it must be part of the IEP."

* *

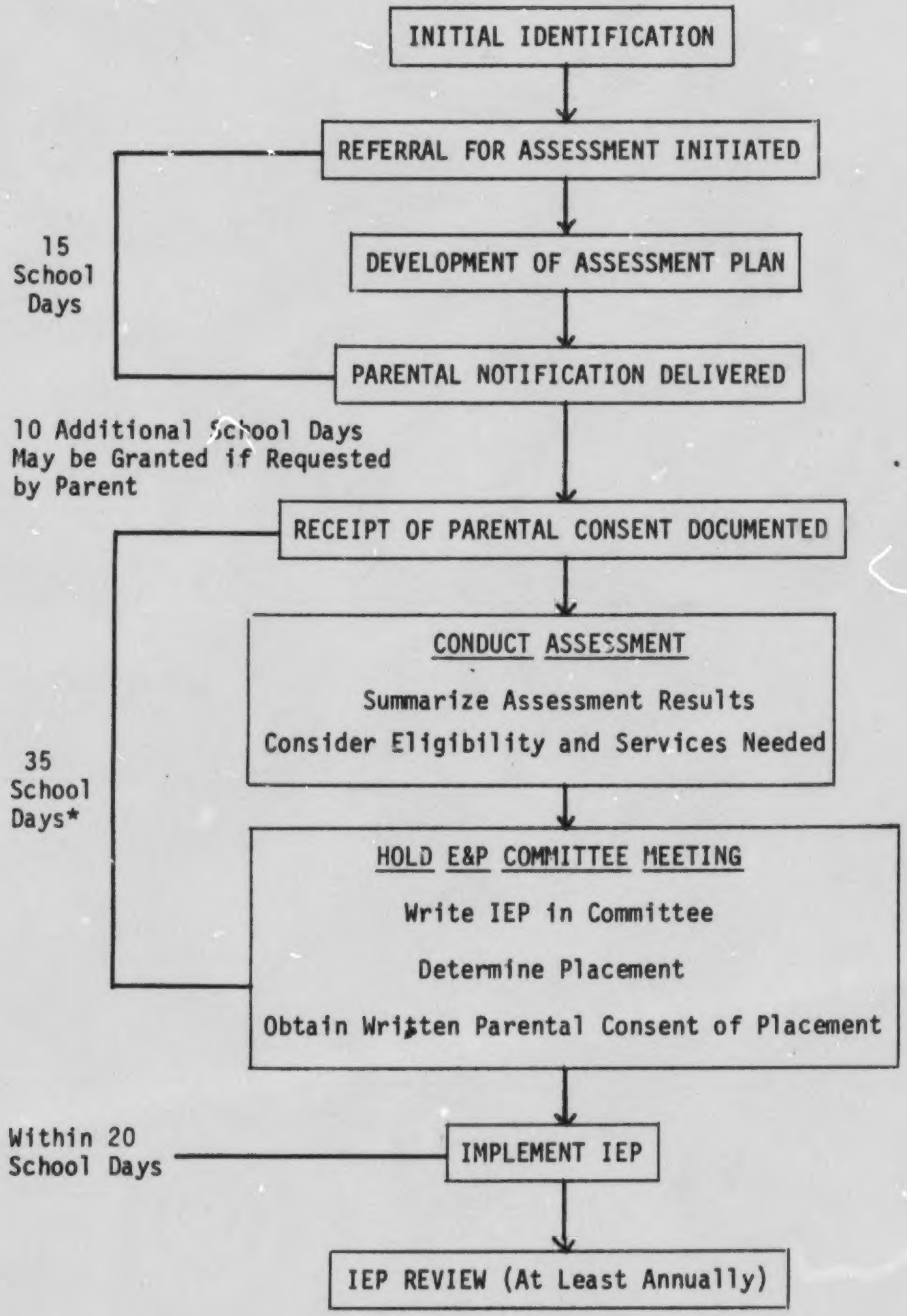
IS YOUR ADDRESS CORRECT?

Please call in any change of address so the updates will reach you promptly, 292-3719.

* *

HAVE A HAPPY THANKSGIVING FROM THE PROJECT HAPI STAFF.

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School Days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional School Days May be Granted if Requested by Parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School Days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 School Days
IMPLEMENT IEP
IEP REVIEW (At Least Annually)

**CAC 5 - 3305 (b) When determined by E&P team that additional assessment, by an outside agency, is needed, the total time shall not exceed 50 days.*

ATTENTION PAST TRAINEES

Due to a mechanical error, the updated sections of the Severe Disorders of Language, Including Aphasia and Other Speech-Language Handicapped, were incorrectly punched to match the assessment and intervention sections. This Part One, which is appropriate in its entirety to both SDL and EH books, and in a general way for all handbooks, is available upon request. Replacing the present Part One of your handbook with the above named section will update your handbook. The attached IEP Flow Chart illustrates schematically the tasks and timelines in the IEP process. The revised Part One of all the handbooks follows this Flow Chart in a systematic, sequential fashion in providing an IEP Process Log and necessary forms to accomplish the development of an IEP.

* *

IEP AND EXTENDED YEAR SERVICES

From Wilson Riles, superintendent of public instruction and director of education, State of California:

> "Some district and county superintendents are going to fair hearings on the issue of whether an extended-year program should be written into a special education student's Individual Education Plan (IEP). This issue is clearly defined in regulation, Title 5, CAC, Section 3306(e).
>
> > "Extended school year services when needed, as determined by the Eligibility and Planning Team, shall be documented in the individualized education program."
>
> Note that Section 3106.5(e) imposes the same requirement on programs under the Master Plan.
>
> Determination of whether an extended-year program is appropriate for a particular child is a matter on which opinions may differ. However, once this decision is made, there is no room for dispute over whether it must be part of the IEP."

* *

IS YOUR ADDRESS CORRECT?

Please call in any change of address so the updates will reach you promptly, 292-3719.

* *

HAVE A HAPPY THANKSGIVING FROM THE PROJECT HAPI STAFF.

CASSETTES

FIRST TRAINING SEGMENT (7-9½ MINUTES)

THIS RESOURCE HANDBOOK: ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM FOR TRAINABLE MENTALLY RETARDED/DEVELOPMENTALLY HANDICAPPED IS DESIGNED FOR USE BY SCHOOL DISTRICT PERSONNEL.

ITS OBJECTIVE IS TO PROVIDE A GUIDE FOR ASSESSMENT AND PLACEMENT COMMITTEES TO FOLLOW IN FULFILLING THEIR RESPONSIBILITIES IN COMPLIANCE WITH THE FEDERAL AND STATE LEGISLATION FOR DEVELOPING INDIVIDUALIZED EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN.

THE TAPE HAS BEEN PREPARED TO PERMIT THE HANDBOOK AND ACCOMPANYING MATERIALS TO SERVE AS A SELF-INSTRUCTIONAL PACKAGE. PARTICIPANTS ARE ENCOURAGED TO USE THE HANDBOOKS AS A WORKBOOK AND AS AN OPEN-ENDED RESOURCE BOOK ADDING NOTES AND MATERIALS THAT ARE APPROPRIATE AND CURRENT.

THE TAPE TO BE USED EFFECTIVELY SHOULD BE USED SIMULTANEOUSLY WITH THE HANDBOOKS. THE TRAINEE MAY FIND IT HELPFUL TO STOP THE TAPE TO PERMIT CLOSER STUDY OF THE HANDBOOK OR TO PROVIDE TIME TO WRITE NOTES IN THE HANDBOOK ITSELF.

THIS HANDBOOK IS DIVIDED INTO FOUR MAJOR SECTIONS AND ORGANIZED IN SUCH A WAY AS TO BE OF PRACTICAL VALUE TO LOCAL SCHOOL ASSESSMENT TEAMS. IT IS ESSENTIAL THAT THE TEAM MEMBERS BECOME VERY FAMILIAR WITH THE FORMAT AND THE CONTENT OF THE HANDBOOK. THE HANDBOOK ACTUALLY IS NOT OFFERED AS A "COOKBOOK" APPROACH TO IEP DEVELOPMENT BUT RATHER A FRAMEWORK WITH RESOURCE SECTIONS WHICH CAN BE ADAPTED TO A SCHOOL DISTRICT'S NEEDS. HOLES HAVE BEEN PUNCHED IN ALL PAGES SO THAT WHILE THE HANDBOOK MAY BE USED AS IT IS, IT MAY ALSO BE PLACED IN A LOOSE LEAF BINDER SO THAT PAGES MAY BE REMOVED FOR INDIVIDUAL USE AND SO A LOCAL SCHOOL SYSTEM WILL

BE ABLE TO MAKE ADDITIONS RELEVANT TO ITS OWN SITUATION. SUCH ADDITIONS FOR EXAMPLE, MIGHT INCLUDE CHANGES IN TIMELINES, CRITERIA FOR ELIGIBILITY, DUE PROCESS PROCEDURES APPROPRIATE FOR MASTER PLAN OR NON-MASTER PLAN DISTRICTS, FORMS RECOMMENDED BY THE LOCAL SYSTEM, ADDITIONAL ASSESSMENT TOOLS AND PERSONAL COMMENTS AND NOTES.

DURING THE INITIAL READING OF THE HANDBOOK, MANY READERS HAVE FOUND IT HELPFUL TO INSERT LABELED DIVIDERS DESIGNATING PARTICULAR SECTIONS LISTED IN THE TABLE OF CONTENTS FOUND (ON PAGE ROMAN NUMERAL V) IN THE HANDBOOK. A SET OF SUCH DIVIDERS HAS BEEN PROVIDED FOR EACH HANDBOOK AND IS TO BE INSERTED AT THE CONCLUSION OF THIS SEGMENT OF TRAINING. THE INTRODUCTION FOUND ON PAGES 1 AND 2 GIVES AN OVERVIEW OF THE HANDBOOK'S PURPOSE AND ORGANIZATION.

PART I OF THE HANDBOOK PRESENTS A SYSTEMATIC APPROACH TO IEP DEVELOPMENT BEGINNING ON PAGE 3. THIS ENCOMPASSES WHAT AN IEP INCLUDES WITH AN EXPLANATION OF NUMBERED COMPONENTS WHICH CORRESPOND TO THE SAME NUMBERS LABELED ON AN IEP FORM FOUND ON PAGE 13. SEQUENTIAL STEPS IN IEP DEVELOPMENT FOLLOW ON PAGE 15. A PROPOSED GUIDE, WHICH FOLLOWS TIMELINES SET OUT IN FEDERAL AND STATE LAWS, MOVES STEP-BY-STEP THROUGH THE IEP PROCESS. THESE STEPS, WITH SUGGESTED STRATEGIES AND RECORD FORMS, MOVE SEQUENTIALLY FROM INITIAL IDENTIFICATION TO THE IMPLEMENTATION OF THE IEP. A FICTICIOUS INDIVIDUAL, MANUEL LOPEZ, IS DOCUMENTED THROUGH EACH STEP TO A COMPLETED IEP RESULTING IN PLACEMENT.

PART II OF THE HANDBOOK--ASSESSMENT--CONTAINS 2 MATRICES AND A SECTION OF UNPUBLISHED/INFORMAL ASSESSMENT TOOLS. MATRIX A, PAGE 71, LISTS ALPHABETICALLY ASSESSMENT TOOLS APPROPRIATE FOR EVALUATING THOSE AREAS OF BEHAVIOR AND FUNCTION WHICH MUST BE ASSESSED AS PRESCRIBED BY LAW. THE SECOND MATRIX, PAGE 79, LISTS THE SAME TESTS GIVING THE KINDS OF INFORMATION REQUIRED FOR PREPARING AN ASSESSMENT PLAN--A PLAN (WHICH REQUIRES PARENTAL WRITTEN CONSENT) WHICH MUST BE DELIVERED TO THE PARENT WITHIN 15 SCHOOL DAYS AFTER A REFERRAL HAS BEEN MADE. THE UNPUBLISHED/INFORMAL ASSESSMENT TOOLS ARE DESCRIBED ON PAGE 101 AND LISTED ALPHABETICALLY ON PAGE 103. THESE ITEMS MAY BE REMOVED FROM THE HANDBOOK FOR USE. THEY

WERE INCLUDED FOR THE SPECIFIC PURPOSE OF PROVIDING ASSESSMENT ITEMS IN SCHOOLS WHERE ASSESSMENT TEAM MEMBERS HAVE A LIMITED SELECTION OF TESTS.

PART III OF THE HANDBOOK--INTERVENTION--BEGINNING ON PAGE 189 PROVIDES MATRICES OF COMMERCIALLY PREPARED INSTRUCTIONAL MATERIALS REFLECTING THE MOST RECENT NEEDS IN SPECIAL EDUCATION, SPECIFICALLY THE IMPLEMENTATION OF PL 94-142. EACH INTERVENTION MATRIX LISTS AND DESCRIBES MATERIALS APPROPRIATE FOR DIFFERENT CATEGORIES OF BEHAVIOR AND FUNCTION. FOLLOWING THE MATRICES ON PAGE 261, A COLLECTION OF SAMPLE RESOURCES OF UNPUBLISHED INSTRUCTIONAL TECHNIQUES AND MATERIALS IS PROVIDED. THESE MATERIALS MAY ALSO BE REMOVED FROM THE HANDBOOK FOR CLASSROOM PLANNING AND USE.

THE FOURTH MAJOR SECTION OF THE HANDBOOK--THE APPENDICES--BEGINNING ON PAGE 285, OFFERS MODEL IEP'S. A MATRIX ON PAGES 305 AND 306 GIVES THE REQUIRED COMPOSITION FOR MEMBERS OF VARIOUS E & P TEAMS. ADDRESSES FOR VENDORS AND PUBLISHERS AND A HANDBOOK EVALUATION TO BE COMPLETED BY THE READER AFTER COMPLETING THE PROJECT HAPI TRAINING ARE ALSO A PART OF THE APPENDICES.

AT THIS POINT IT IS RECOMMENDED THAT TRAINEES FIRST READ AND ACQUAINT THEMSELVES WITH THE CONTENTS OF THE ENTIRE HANDBOOK. IF TWO OR MORE PERSONS ARE TRAINING TOGETHER, AFTER THE HANDBOOK HAS BEEN READ, A DISCUSSION OF TEAM ROLES AND RESPONSIBILITIES IS ENCOURAGED BEFORE PROCEEDING WITH THE NEXT SECTION OF THIS TAPE. THE NEXT SECTION WILL TAKE THE ASSESSMENT TEAM AND E & P COMMITTEE STEP-BY-STEP THROUGH THE IEP PROCESS FROM THE POINT OF INITIAL IDENTIFICATION THROUGH THE WRITING OF THE IEP WHICH MAY RESULT IN AN INITIAL PLACEMENT, A CONTINUATION OF PROGRAM, AN ALTERATION IN PROGRAM, OR A REASSIGNMENT. AT CERTAIN POINTS THROUGH THE TRAINING, TRAINEES WILL BE INSTRUCTED TO COMPLETE PARTICULAR ASSIGNMENTS AND RECORDS BEFORE PROCEEDING WITH THE AUDIO TAPED ACTIVITIES. THIS IS INTENDED TO GIVE CLARITY AND CONTINUITY TO THE PROCESS.

AFTER THE READING OF THE HANDBOOK HAS BEEN COMPLETED AND THE HANDBOOK DIVIDERS HAVE BEEN PROPERLY PLACED, CONTINUE WITH THE AUDIO TAPE THROUGH THE NEXT STEP IN TRAINING. THIS COMPLETES THE FIRST SEGMENT OF THE TRAINING.

SEGMENT II

THE SECOND PORTION OF TRAINING ASSUMES A GOOD UNDERSTANDING OF THE ORGANIZATION OF THE HANDBOOK AND ITS CONTENTS. THE TRAINEE SHOULD BE ENCOURAGED AT ANY TIME TO STOP THE TAPE FOR PURPOSES OF LOCATING PARTICULAR ITEMS, REFERRING TO OTHER MATERIALS, TAKING NOTES, COMPLETING DIRECTIONS OR PERHAPS TO PERMIT A SECOND LISTENING TO A PARTICULAR PORTION OF THE TAPE.

THE IEP MAY WELL BE THE SINGLE MOST IMPORTANT PROVISION IN PL 94-142, SINCE IT IS THE CHILD'S WRITTEN IEP WHICH WILL ULTIMATELY DETERMINE WHETHER OR NOT THE STUDENT'S EDUCATION IS APPROPRIATE AND ADEQUATE.

THE DEVELOPMENT OF AN APPROPRIATE AND EFFECTIVE IEP DOES NOT OCCUR BY CHANCE OR BY ACCIDENT. IT IS NOT BASED SOLELY ON A SINGLE ASSESSMENT TOOL NOR ON ONE PERSON'S INTERPRETATION--BUT RATHER EVOLVES ACCORDING TO CERTAIN PROCEDURES SET OUT IN PL 94-142 AND THE STATE TITLE 5 REGULATIONS AND LOCAL EDUCATION AGENCY POLICIES.

BEFORE AN IEP CAN BE DEVELOPED, IT IS NECESSARY TO UNDERSTAND WHAT SUCH A WRITTEN PROGRAM INCLUDES. IT WOULD BE HELPFUL TO THE TRAINEE TO REMOVE THE BLANK IEP FORM FROM THE HANDBOOK NOW. THIS IS FOUND ON PAGES 13, 13a, AND 13b. NOW TURN TO PAGE 7 OF THE HANDBOOK WHERE THE COMPONENTS OF THE IEP AS REQUIRED BY FEDERAL AND STATE LAW ARE LISTED. FOLLOWING ON PAGE 8 THESE SAME COMPONENTS HAVE BEEN DELINEATED TO PROVIDE A GUIDE THAT FLOWS WELL IN WRITING THE IEP. ALL OF THESE CAN BE FOUND ON THE PROJECT HAPI IEP FORM. THIS FORM IS OFFERED AS AN EXAMPLE WHICH INCLUDES ONLY THE INFORMATION REQUIRED BY LAW. LOCAL SCHOOL DISTRICTS MAY FIND THAT ADDITIONAL DATA FOR DISTRICT PURPOSES IS NEEDED OR THAT ANOTHER FORMAT IS BETTER SUITED TO ITS NEEDS THAN THE ONE FOUND IN THE HANDBOOK. IT SHOULD BE NOTED THAT EVERY COMPONENT ON PAGES 7 AND 8 IS FOUND ON THE HAPI IEP FORM AND EACH ITEM REQUIRES A RESPONSE. IN ORDER TO CLARIFY THE

COMPONENTS, EACH IS DEFINED ON PAGES 9 THROUGH 12. THE TASK NOW WILL BE TO LOCATE EACH OF THESE COMPONENTS WHICH HAVE BEEN DEFINED AND IDENTIFY THE CORRESPONDING NUMBER ON THE IEP FORM, WHICH YOU HAVE REMOVED FROM THE HANDBOOK AND HAVE IN FRONT OF YOU. THIS FORM WILL SERVE AS A FUTURE REFERENCE IN DETERMINING WHETHER ALL DATA HAS BEEN GATHERED AND WHETHER THE ASSESSMENT HAS BEEN COMPLETE ENOUGH TO PERMIT THE DETERMINATIONS THE ASSESSMENT TEAM AND IEP COMMITTEE MUST MAKE.

WHAT DOES AN IEP INCLUDE?

#1 PERSONALLY IDENTIFIABLE INFORMATION

WITH A COLORED PEN OR PENCIL CIRCLE ALL THE NUMBER ONES IN THE UPPER LEFT-HAND PORTION OF THE IEP FORM. THIS DATA MUST BE ACCURATE AND LEGIBLE. IT INCLUDES THE NAME, BIRTHDATE, SEX, GRADE LEVEL, NUMBER OF YEARS ENROLLED IN SCHOOL, AND A PERSONAL IDENTIFIER WHICH MAY BE A SOCIAL SECURITY NUMBER, A STUDENT NUMBER, OR A DESCRIPTION OF PHYSICAL CHARACTERISTICS.

#2 DATES OF INITIATION, ALTERATION AND DURATION OF SPECIAL EDUCATION

THIS INFORMATION IS LOCATED IN THE BOX AT THE TOP LEFT CORNER. THIS INCLUDES DATES OF INITIAL ENROLLMENT IN SPECIAL EDUCATION AND PROJECTED DURATION OF SPECIAL EDUCATION. THE PROJECTED DATE OF PLACEMENT MUST BE SPECIFIED WHEN THE APPROPRIATE PLACEMENT CANNOT BE MADE WITHIN 20 SCHOOL DAYS. IN THAT CASE THE REASON FOR DELAY AND PROJECTED DATE OF PLACEMENT SHALL BE STATED IN THE IEP. IN ADDITION TO THE PROJECTED DATE, A STATEMENT MUST BE WRITTEN GIVING THE REASON FOR THE DELAY. YOU WILL FIND SPACE PROVIDED FOR THIS STATEMENT IN LOWER LEFT-HAND COLUMN ON PAGE 1 OF THE IEP FORM. BE SURE ALL NUMBER TWOS HAVE BEEN LOCATED AND CIRCLED.

#3 CAREER/VOCATIONAL EDUCATION PROGRAM

THE REQUIREMENT RULE FOR THIS KIND OF A PROGRAM APPLIES AT ALL GRADE LEVELS. IT IS ASSIGNED A HIGH PRIORITY FOR THE SECONDARY LEVEL. THIS #3 ITEM IS ALSO FOUND IN THE UPPER LEFT-HAND BOX ON PAGE 1. AN EXPLANATION OF THE DETERMINATION FOR THIS PROGRAM SHOULD BE INCLUDED IN THE RATIONALE FOR PLACEMENT FOUND UNDER THE HEADING "RATIONALE FOR LEAST RESTRICTIVE

ENVIRONMENT" NUMBERED 9f ON PAGE 1 IN THE LOWER RIGHT-HAND COLUMN.

#4 THE APPROPRIATE PHYSICAL EDUCATION PROGRAM

CIRCLE THE FOUR WHICH IS FOUND IN THE SAME BOX ON PAGE 1, LABELED PHYSICAL EDUCATION PROGRAM. THE APPROPRIATE P.E. PROGRAM MUST BE DESIGNATED SUCH AS A REGULAR P.E. PROGRAM FOR NONHANDICAPPED OR WHETHER ADAPTIVE REMEDIAL OR ANOTHER SPECIAL PHYSICAL EDUCATION PROGRAM MUST BE PROVIDED. PL 94-142 MANDATES THAT AN APPROPRIATE P.E. PROGRAM SHALL BE PROVIDED WHEREIN THE HANDICAPPED INDIVIDUAL PARTICIPATES COMMENSURATE WITH HIS ABILITIES. AN EXPLANATION FOR THE P.E. DETERMINATION SHOULD ALSO BE INCLUDED UNDER THE RATIONALE FOR LEAST RESTRICTIVE ENVIRONMENT.

#5 EXTENT OF REGULAR CLASS PLACEMENT

CIRCLE NUMBER FIVE. THIS APPEARS IN THE SAME SECTION OF THE INFORMATION DATA BOX. THIS COMPONENT IS REFERRED TO AS THE LEAST RESTRICTIVE ENVIRONMENT AND REFERS TO THE PERCENTAGE OF TIME THE STUDENT SPENDS ON A WEEKLY BASIS IN A REGULAR CLASS. A FULL EXPLANATION OF THE LEAST RESTRICTIVE ENVIRONMENT RATIONALE IS INCLUDED IN THE DESCRIPTION IN THE RATIONALE FOR PLACEMENT AT THE BOTTOM OF THE RIGHT-HAND COLUMN ON PAGE 1.

#6 DOMINANT LANGUAGE OF HOME AND PUPIL

THIS IS RECORDED ON PAGE 1 IN THE UPPER RIGHT-HAND COLUMN. CIRCLE NUMBER SIX HERE. THERE IS OTHER INFORMATION CONCERNING THE PARENTS, THE ADDRESS, AND SCHOOL DISTRICT OF RESIDENCE WHICH MUST BE COMPLETED. USUALLY THESE ITEMS ARE COMPLETED PRIOR TO THE IEP COMMITTEE MEETING. THE DOMINANT LANGUAGE OF HOME AND PUPIL MUST BE STATED IN THE IEP. HOW THE DETERMINATION IS MADE OF THE DOMINANT LANGUAGE FOR THE CHILD, WHETHER IT IS BY OBSERVATION, BY TEST, OR PARENT REPORT, MUST BE RECORDED IN THE IEP IN THE APPROPRIATE SPACE. OTHER THAN PERSONAL DATA, THE REMAINING INFORMATION WILL BE ESTABLISHED IN COMMITTEE AS A RESULT OF ASSESSMENT, REVIEW OF RECORDS, PARENT INTERVIEW, AND OBSERVATION.

#7 PRESENT LEVELS OF FUNCTION

SEVEN AREAS MUST BE ASSESSED UNLESS IT HAS BEEN DETERMINED BY PREVIOUS PERFORMANCE THAT FUNCTION IS AGE APPROPRIATE. THIS ASSESSMENT MUST BE

COMPLETED WITHIN 35 SCHOOL DAYS FROM THE DATE OF RECEIPT OF WRITTEN PARENTAL CONSENT TO ASSESS. THE PURPOSE OF THE TESTING IS TO ESTABLISH THE STUDENT'S LEVELS OF FUNCTIONING AND HIS OR HER STRENGTHS, WEAKNESSES AND NEEDS. THESE AREAS ARE LISTED IN THE LEFT COLUMN ON PAGE 1. INDICATE THIS AREA BY CIRCLING NUMBER SEVEN. THESE AREAS ARE (A) COMMUNICATION/LANGUAGE, (B) ACADEMICS, (C) SOCIAL ADAPTATION/EMOTIONAL DEVELOPMENT, (D) PSYCHOMOTOR, (E) PREVOCATION/VOCATIONAL SKILLS, (F) SELF-HELP SKILLS AND (G) LEARNING STYLE INCLUDING (H) LEARNING APPROACH. AGE APPROPRIATE SHOULD BE WRITTEN NEXT TO ANY ITEM FOR WHICH SPECIAL EDUCATION IS NOT INDICATED. FOR THE SEVERELY HANDICAPPED CERTAIN SPECIFIC PSYCHOLOGICAL INFORMATION AND DEVELOPMENTAL BACKGROUND IS REQUIRED. THESE TOPICS WILL BE DISCUSSED LATER IN THE TRAINING.

#8 HEALTH STATUS

CIRCLE NUMBER EIGHT. THIS ITEM IS FOUND IN THE LOWER LEFT COLUMN ON THE FIRST PAGE. ASSESSMENT INCLUDES ALL AREAS RELATED TO THE SUSPECTED DISABILITY INCLUDING, WHEN APPROPRIATE, HEALTH, VISION AND HEARING AS DETERMINED BY A LICENSED NURSE OR A PHYSICIAN. YOU WILL FIND A MATRIX IN APPENDIX B, PAGES 305-306 LISTING WHEN A LICENSED PHYSICIAN'S OR A NURSE PRACTITIONER'S STATEMENT IS REQUIRED. IT IS NOT A REQUIREMENT FOR ALL HANDICAPPED CHILDREN.

#9 RATIONALE FOR PLACEMENT

CIRCLE NUMBER NINE. IT IS FOUND ON PAGE 1 IN THE RIGHT-HAND COLUMN. JUSTIFICATION FOR SPECIAL EDUCATION IS BASED UPON ADEQUATE ASSESSMENT, OBSERVATION AND INFORMATION GATHERED FROM PARENTS, SCHOOL RECORDS, AND MEMBERS OF THE ASSESSMENT COMMITTEE. THIS JUSTIFICATION,WHICH IS A RATIONALE, MUST REFLECT ALL AREAS OF NEED IN THE MULTIDISCIPLINARY ASSESSMENT AND MUST BE DEVELOPED FOR THE INDIVIDUAL STUDENT BY THE COMMITTEE ON THE BASIS OF IDENTIFIED NEEDS.

INCLUDED IN THIS RATIONALE IS A STATEMENT OF A FUNCTIONAL DESCRIPTION OF THE HANDICAP. CIRCLE THE (A). THIS DESCRIPTION INCLUDES THE EDUCATIONAL NEEDS ON A PRIORITY BASIS IN UNDERSTANDABLE LANGUAGE. IT LITERALLY ANSWERS "WHAT'S HIS PROBLEM?"

(B) SPECIFIC SPECIAL EDUCATION TO BE PROVIDED MUST BE A STATEMENT LISTING ALL SPECIAL EDUCATION PROVISIONS WHICH WILL PERMIT THE ACCOMPLISHMENT OF THE GOALS AND OBJECTIVES. THE CAREER AND VOCATIONAL PROGRAM IN WHICH THE PUPIL MAY PARTICIPATE IS WRITTEN. VOCATIONAL GOALS ARE ASSIGNED A HIGH PRIORITY AT THE SECONDARY LEVEL. FOR AN INDIVIDUAL WHOSE HANDICAP IS DESIGNATED AS A BEHAVIORAL DISORDER, THE IEP MUST INCLUDE RECOMMENDATIONS FOR AMELIORATION OF BEHAVIOR WHICH INTERFERS WITH LEARNING. IT IS HERE THAT THE SPECIFIC SPECIAL EDUCATION PROGRAM TO BE PROVIDED MUST BE RECORDED.

(C) RELATED SERVICES REQUIRED MEANS TRANSPORTATION AND SUCH DEVELOPMENTAL CORRECTIVE AND OTHER SUPPORTIVE SERVICES AS REQUIRED TO ASSIST AN INDIVIDUAL TO BENEFIT FROM SPECIAL EDUCATION. THIS INCLUDES SPEECH PATHOLOGY AND AUDIOLOGY, PSYCHOLOGICAL SERVICES, PHYSICAL AND OCCUPATIONAL THERAPY, EARLY IDENTIFICATION, AND ASSESSMENT OF DISABILITIES IN CHILDREN, COUNSELING SERVICES, AND MEDICAL SERVICES FOR DIAGNOSTIC OR EVALUATION PURPOSES. ACCORDING TO THE TITLE 5 REGULATIONS, IT ALSO INCLUDES SCHOOL HEALTH SERVICES, SOCIAL WORK SERVICES IN SCHOOL, AND PARENT COUNSELING AND TRAINING. IT SHOULD BE NOTED THAT LANGUAGE, SPEECH AND HEARING THERAPY BECOMES A RELATED SERVICE WHEN AN INDIVIDUAL WITH SPECIAL NEEDS HAS A SPECIAL CLASS PLACEMENT. IN THE EVENT THAT A YOUNGSTER IN A SPECIAL CLASS PROGRAM IS ALSO RECEIVING LANGUAGE/SPEECH THERAPY AS A RELATED SERVICE, THE LANGUAGE/SPEECH OBJECTIVES BECOME A PART OF THE TOTAL IEP AND THE RESPONSIBILITY OF ESTABLISHING THEM LIES WITH THE LANGUAGE/ SPEECH/HEARING SPECIALIST. IN NO CASE DOES ONE CHILD HAVE TWO SEPARATE IEP'S. WE CAN SAY, "ONE CHILD, ONE IEP" REGARDLESS OF THE NUMBER OF RELATED SERVICES REQUIRED.

(D) SPECIAL MATERIALS AND EQUIPMENT TO BE PROVIDED ALSO FOLLOWS UNDER THE RATIONALE FOR PLACEMENT. THE SPECIAL EQUIPMENT OR INSTRUCTIONAL MEDIA THAT IS RECORDED HERE MUST BE PROVIDED BY THE DISTRICT.

NEXT, (E) PROVISIONS FOR POSSIBLE TRANSITION INTO REGULAR CLASS PROGRAM REQUIRES A STATEMENT PROVIDING FLEXIBILITY SO THAT POSSIBLE TRANSITION INTO

THE REGULAR CLASS PROGRAM IF THE INDIVIDUAL IS TO BE TRANSFERRED FROM A SPECIAL DAY CLASS OR CENTER, OR NONPUBLIC SCHOOL, INTO A REGULAR CLASS IN A PUBLIC SCHOOL CAN BE ACCOMPLISHED.

AND LAST (F) RATIONAL FOR LEAST RESTRICTIVE ENVIRONMENT REQUIRES A STATEMENT JUSTIFYING THE SPECIAL EDUCATION PLACEMENT IN BOTH ACADEMIC AND NONACADEMIC AREAS TO ENSURE FULL EDUCATIONAL OPPORTUNITY FOR THE HANDICAPPED INDIVIDUAL WITH NONHANDICAPPED STUDENTS. IT IS IMPORTANT TO KNOW THAT SECTION 504 OF THE REHABILITATION ACT OF 1973 REQUIRES THAT PROVISIONS FOR BUILDING SITES AND FUNCTIONS BE AVAILABLE TO THE HANDICAPPED SO THEY MAY PARTICIPATE IN SCHOOL ACTIVITIES.

ON PAGE 13a--THE SECOND PAGE OF THE IEP, CIRCLE NUMBER TEN, SECONDARY LEVEL GRADUATION REQUIREMENTS.

IT IS REQUIRED THAT THE GRADUATION REQUIREMENTS ESTABLISHED BY DISTRICT POLICY WHICH MAY INCLUDE ANY ALTERNATIVE MEANS AND MODES NECESSARY FOR THE INDIVIDUAL TO COMPLETE THE DISTRICT'S PRESCRIBED COURSE OF STUDY, AND MEET OR EXCEED PROFICIENCY STANDARDS FOR GRADUATION, MUST BE DOCUMENTED IN THE IEP. SUCH A STATEMENT IS TO BE RECORDED ON PAGE 2 IN THE RIGHT-HAND COLUMN.

#11 AND #12 ARE FOUND ON PAGE 13b.

STATEMENT OF ANNUAL GOALS INCLUDING SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE RECORDED ON THE THIRD PAGE OF THE IEP FORM. IN THE CASE OF A LIMITED-ENGLISH-SPEAKING OR A NON-ENGLISH-SPEAKING INDIVIDUAL, THE IEP SHOULD PROVIDE FOR LINGUISTICALLY APPROPRIATE GOALS, OBJECTIVES PROGRAM AND SERVICES.

NOW CIRCLE NUMBER ELEVEN ON THE THIRD PAGE. THE ANNUAL GOALS ARE GENERAL EDUCATIONAL AIMS DETERMINED BY THE ASSESSMENT COMMITTEE WHICH INCLUDES THE PARENTS AT THE E & P COMMITTEE MEETING. GOALS ARE GENERAL, NOT SPECIFIC, IN TERMS OF THE TASK OR ACTIVITY. THEY ARE NOT TIME-REFERENCED AND DO NOT SPECIFY PROFICIENCY LEVELS. IT IS RECOMMENDED THAT COPIES OF THE ASSESSMENT

ANALYSIS, AS DESCRIBED LATER IN THE HANDBOOK, OR ANOTHER FORM APPROPRIATE FOR A SCHOOL DISTRICT WHICH PROVIDES DESCRIPTIVE EVIDENCE OF ASSESSMENT INFORMATION AND PROVIDES THE BASIS FOR GOALS, BE ATTACHED TO THE IEP. CERTAINLY THIS ANALYSIS SHOULD BE AVAILABLE AT THE E & P COMMITTEE MEETING FOR CONSIDERATION BY THE ASSESSMENT TEAM AND PARTICULARLY FOR THE PARENT'S INFORMATION WHEN THE IEP IS WRITTEN.

NOW CIRCLE NUMBER TWELVE ON THE THIRD PAGE OF THE IEP. THE SHORT-TERM INSTRUCTIONAL OBJECTIVES ARE DETERMINED BY THE IEP COMMITTEE AND ARE BASED ON ASSESSMENT AND ALL INFORMATION BROUGHT TO THE COMMITTEE. OBJECTIVES ARE WRITTEN IN A DEFINITIVE MANNER. EACH OBJECTIVE MUST STATE:

(1) A SPECIFIC OBSERVABLE BEHAVIOR;
(2) UNDER WHAT CONDITIONS THE TASKS SHALL BE ACCOMPLISHED; AND
(3) WITHIN WHAT TIME, WITH WHAT DEGREE OF ACCURACY AND/OR AT WHAT LEVELS OF PROFICIENCY THE OBJECTIVES ARE TO BE MET.

NUMBER #13 ON THE SAME PAGE. EVALUATION CRITERIA AND PROCEDURES ARE RECORDED IN THE RIGHT-HAND COLUMN ON THIS PAGE. THIS IS AN IMPORTANT PART OF THE IEP SINCE IT DOCUMENTS WHEN AN OBJECTIVE HAS BEEN ESTABLISHED, ACHIEVED, REVIEWED, REVISED, AND THAT THE PARENT HAS BEEN INFORMED. A REVIEW OF THE IEP AT LEAST ANNUALLY IS REQUIRED BY THE LAW. SUCH A REVIEW DOES NOT NECESSARILY INDICATE A FULL REASSESSMENT, RATHER IT PROVIDES AN OPPORTUNITY TO MONITOR THE PROGRESS OF THE STUDENT. A FULL ASSESSMENT IS REQUIRED:

(1) PRIOR TO INITIAL PLACEMENT;
(2) BEFORE PLACEMENT CHANGE, INCLUDING ADDITIONS AND DELETIONS WITHIN THE SPECIAL EDUCATION PROGRAM;
(3) UPON TRANSFERRING TO REGULAR CLASSROOM EDUCATION;
(4) UPON REQUEST BY A TEACHER OR PARENT; AND
(5) AT LEAST EVERY THREE YEARS IF THE HANDICAPPED INDIVIDUAL REMAINS IN SPECIAL EDUCATION.

NUMBER 14 ON THIS SAME PAGE DOCUMENTS PERSONS RESPONSIBILE FOR IMPLEMENTING THE GOALS AND OBJECTIVES OF THE IEP.

THE PERSON NAMED IN EACH SHORT-TERM INSTRUCTIONAL OBJECTIVE IS RESPONSIBLE FOR IMPLEMENTING THAT OBJECTIVE. THIS IS DOCUMENTED AT THE CONCLUSION OF EACH INSTRUCTIONAL OBJECTIVE.

NOW TURN BACK TO THE SECOND PAGE OF THE IEP. LOCATE NUMBER FIFTEEN AND CIRCLE IT. DETERMINATION OF EXTENDED SCHOOL SERVICES WHEN NEEDED MUST BE DOCUMENTED. SPACE FOR THIS STATEMENT HAS BEEN PROVIDED ON PAGE 2 IN THE CENTER RIGHT-HAND COLUMN. THIS DETERMINATION IS MADE BY THE ASSESSMENT TEAM IN IEP COMMITTEE MEETING.

NUMBER #16. IEP COMMITTEE MEMBERS MUST BE LISTED WITH EACH SIGNATURE (AS PRESCRIBED BY LAW) ACCORDING TO THE SPECIAL CLASS PLACEMENT WHICH IS DETERMINED BY THE GOALS AND OBJECTIVES OF THE IEP. THE PERSON CHARGED AS COMMITTEE COORDINATOR, MUST BE DESIGNATED ON THE SIGNATURE PAGE. COMMITTEE MEMBERS WILL VARY WITH DIFFERENT EDUCATIONAL PLACEMENT. PLEASE REFER TO APPENDIX B FOR FURTHER INFORMATION REGARDING COMMITTEE COMPOSITION. THE LANGUAGE, SPEECH, AND HEARING SPECIALIST WHO HAS EXAMINED THE CHILD MUST SERVE ON THE IEP COMMITTEE. A CREDENTIALED SCHOOL PSYCHOLOGIST WHO HAS PERSONALLY EXAMINED THE INDIVIDUAL OR ONE WHO CAN UTILIZE RECENT, RELIABLE INFORMATION FROM REPORTS OF ANOTHER CREDENTIALED SCHOOL PSYCHOLOGIST OR LICENSED PSYCHOLOGIST, IS A MANDATED COMMITTEE MEMBER.

THE DATED SIGNATURE OF PARTICIPATING COMMITTEE MEMBER MUST APPEAR ON THE IEP. THE SIGNATURE PAGE IS FOUND ON PAGE 2.

NUMBER #17 RIGHTS AND PROTECTION DOCUMENTED.
THIS STATEMENT IS ALSO FOUND ON THE SECOND PAGE OF THE IEP IN THE LOWER RIGHT-HAND COLUMN. ALL PARENTS OR GUARDIANS OF STUDENTS FOR WHOM AN IEP IS WRITTEN MUST RECEIVE A WRITTEN NOTICE OF THEIR RIGHTS AND PROTECTIONS INCLUDING THE RIGHT TO A FAIR HEARING. SIGNATURE AT THIS POINT DOCUMENTS SUCH RECEIPT AND FURTHER DOCUMENTS THAT THE PARENT HAS UNDERSTOOD THESE RIGHTS AND PROTECTIONS.

# 18--IN THE SAME COLUMN DOCUMENTS THE PARENTS' PERMISSION FOR SPECIAL EDUCATION PLACEMENT. NO CHILD CAN RECEIVE SPECIAL EDUCATION SERVICES WITHOUT THIS WRITTEN APPROVAL.

THE PERSON NAMED IN EACH SHORT-TERM INSTRUCTIONAL OBJECTIVE IS RESPONSIBLE FOR IMPLEMENTING THAT OBJECTIVE. THIS IS DOCUMENTED AT THE CONCLUSION OF EACH INSTRUCTIONAL OBJECTIVE.

NOW TURN BACK TO THE SECOND PAGE OF THE IEP. LOCATE NUMBER FIFTEEN AND CIRCLE IT. DETERMINATION OF EXTENDED SCHOOL SERVICES WHEN NEEDED MUST BE DOCUMENTED. SPACE FOR THIS STATEMENT HAS BEEN PROVIDED ON PAGE 2 IN THE CENTER RIGHT-HAND COLUMN. THIS DETERMINATION IS MADE BY THE ASSESSMENT TEAM IN IEP COMMITTEE MEETING.

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THE DATED SIGNATURE OF PARTICIPATING COMMITTEE MEMBER MUST APPEAR ON THE IEP. THE SIGNATURE PAGE IS FOUND ON PAGE 2.

NUMBER #17 RIGHTS AND PROTECTION DOCUMENTED.
THIS STATEMENT IS ALSO FOUND ON THE SECOND PAGE OF THE IEP IN THE LOWER RIGHT-HAND COLUMN. ALL PARENTS OR GUARDIANS OF STUDENTS FOR WHOM AN IEP IS WRITTEN MUST RECEIVE A WRITTEN NOTICE OF THEIR RIGHTS AND PROTECTIONS INCLUDING THE RIGHT TO A FAIR HEARING. SIGNATURE AT THIS POINT DOCUMENTS SUCH RECEIPT AND FURTHER DOCUMENTS THAT THE PARENT HAS UNDERSTOOD THESE RIGHTS AND PROTECTIONS.

# 18--IN THE SAME COLUMN DOCUMENTS THE PARENTS' PERMISSION FOR SPECIAL EDUCATION PLACEMENT. NO CHILD CAN RECEIVE SPECIAL EDUCATION SERVICES WITHOUT THIS WRITTEN APPROVAL.

#19--ASSURES THAT GOALS, OBJECTIVES, PROGRAMS, AND SERVICES DETERMINED ARE LINGUISTICALLY APPROPRIATE. THIS STATEMENT IS FOUND AT THE TOP OF THE SECOND PAGE OF THE IEP. THIS IS A STATEMENT WHICH SHOULD BE READ CAREFULLY BY ALL TEAM MEMBERS AND IN PARTICULAR THE PARENTS AT THE TIME THE IEP IS BEING WRITTEN.

FOR FURTHER EXPLANATION OF THE 19 COMPONENTS, THE TRAINEE MAY REFER TO PAGES 9-12 OR TO THE FEDERAL REGISTER, TO THE TITLE 5 REGULATIONS, OR TO A RESOURCE PERSON KNOWLEDGEABLE OF THE LAW. NOW THAT YOU HAVE IDENTIFIED ALL THE IEP COMPONENTS BY NUMBER, YOU MAY RETURN THE BLANK IEP FORM TO ITS PLACE IN THE HANDBOOK. YOU WILL FIND THIS IEP FORM, LABELED WITH NUMBERS CORRESPONDING TO THE EXPLANATIONS OF COMPONENTS FOUND ON PAGE 9-12, A HANDY REFERENCE THROUGHOUT THE TRAINING.

THIS COMPLETES THE SECOND SEGMENT OF TRAINING.

TMR/DH
July 16, 1979

SEGMENT III

THE THIRD SEGMENT OF THE TRAINING WILL FOCUS ON THE FIRST STEP OF THE SEQUENTIAL STEPS IN IEP DEVELOPMENT LISTED ON THE GUIDE ON PAGE 15 IN YOUR HANDBOOK. IF YOU NEED EXTRA TIME TO ACQUAINT YOURSELF WITH THESE STEPS, STOP THE TAPE AND DO SO NOW.

STEP ONE: INITIAL IDENTIFICATION, PAGE 17, DISCUSSES THIS PROCESS AND GIVES ATTENTION TO ALTERNATIVES WITHIN REGULAR EDUCATION THAT SHOULD BE CONSIDERED BEFORE A REFERRAL TO AN ASSESSMENT TEAM IS MADE.

IN THE SCHOOL SETTING, DISTRICT SCREENING PROCESSES AND TEACHER OBSERVATION ARE PRIMARY SOURCES FOR MAKING THE INITIAL IDENTIFICATION. THIS TOPIC IS DISCUSSED ON PAGE 17. A FLOW CHART ON PAGE 19 DEPICTS THE IEP PROCESS IN A SCHEMATIC FASHION. STOP THE TAPE AT THIS POINT AND REVIEW THE INFORMATION CONCERNING THE INITIAL IDENTIFICATION AND THE FLOW CHART ON PAGES 17 AND 19.

AFTER THE INITIAL IDENTIFICATION HAS BEEN MADE, A FORMAL REFERRAL TO THE ASSESSMENT TEAM IS REQUIRED. AT THIS POINT THERE ARE THREE QUESTIONS WHICH NEED TO BE ANSWERED:

#1: WHAT ARE SCREENING ACTIVITIES AS COMPARED TO ASSESSMENT ACTIVITIES? SCREENING ACTIVITIES ARE NOT CONSIDERED A PART OF THE ASSESSMENT PROCESS AND DO NOT REQUIRE PRIOR PARENTAL APPROVAL, EXCEPT IN THOSE DISTRICTS WHERE POLICY EXISTS TO GAIN PARENTAL APPROVAL ON A "BLANKET PERMISSION." SUCH PERMISSION IS COMMONLY ACQUIRED ANNUALLY AT THE BEGINNING OF THE SCHOOL YEAR OR AT REGISTRATION TIME FOR ROUTINE SCREENING SUCH AS SPEECH AND LANGUAGE DEVELOPMENT, VISION, HEARING, PSYCHOMOTOR DEVELOPMENT, PHYSICAL EDUCATION SKILLS, HEALTH AND GROWTH PROGRESS AND ACADEMIC ACHIEVEMENT. THE POINT AT WHICH SCREENING CEASES IS THAT POINT WHEN MEASURES ARE USED WITH LESS THAN AN ENTIRE CLASS.

#2. WHAT ARE THE MANDATED PROCEDURES WHICH PERMIT ASSESSMENT?

WHEN AN INDIVIDUAL IS SINGLED OUT FOR FURTHER CONSIDERATION, THE IEP PROCESS HAS BEGUN AND A FORMAL REFERRAL IS REQUIRED.

IT IS AT THIS TIME A REFERRAL TO THE ASSESSMENT TEAM IS MADE. AN EXAMPLE OF SUCH A FORM CAN BE FOUND ON PAGE 21, WHICH INCLUDES MUCH OF THE PERSONALLY IDENTIFIABLE INFORMATION NEEDED IN IEP DEVELOPMENT. ON THE FOLLOWING PAGE 21a, A COMPLETED REFERRAL TO THE ASSESSMENT TEAM IS PRESENTED FOR A FICTITIOUS CHILD, MANUEL LOPEZ. THIS SAME CHILD WILL BE FOLLOWED THROUGHOUT THE IEP PROCESS TO AID IN CLARIFYING EACH STEP. THIS REFERRAL, UPON COMPLETION IS DIRECTED TO THE APPROPRIATE ASSESSMENT TEAM COORDINATOR. EACH SCHOOL DISTRICT, WHETHER MASTER PLAN OR NON-MASTER PLAN, IS CHARGED WITH SETTING UP ASSESSMENT PROCEDURES. AN IEP PROCESS LOG IS PRESENTED ON PAGES 23 AND 24 TO AID THE ASSESSMENT TEAM COORDINATOR PLAN AND DOCUMENT EACH STEP ONCE A REFERRAL HAS BEEN RECEIVED. THIS LOG FOLLOWS THE ORDER OF THE IEP FLOW CHART.

WHEN REFERRAL TO THE ASSESSMENT TEAM HAS BEEN MADE, IT IS REQUIRED THAT A NOTIFICATION BE MADE TO THE PARENTS THAT THEIR CHILD HAS BEEN REFERRED TO THE ASSESSMENT TEAM DUE TO CONCERNS ABOUT SCHOOL PERFORMANCE. THE PARENT NOTIFICATION OF REFERRAL MUST INCLUDE A COPY OF PARENTS' RIGHTS. WITHIN 15 SCHOOL DAYS THE LAW MANDATES THE FOLLOWING EVENTS WILL HAVE OCCURRED:

(1) PARENTS WILL HAVE RECEIVED THIS NOTICE OF REFERRAL AND PARENTS' RIGHTS, INCLUDING A STATEMENT OF POSSIBLE PROGRAM ALTERNATIVES;
(2) COMPLETE THE ASSESSMENT PLAN; AND
(3) INFORM THE PARENTS OF THE CONTENT OF THE ASSESSMENT PLAN REQUESTING WRITTEN PARENTAL CONSENT TO ASSESS.

#3. AT WHAT POINT CAN ASSESSMENT COMMENCE?

ASSESSMENT OF AN INDIVIDUAL CAN ONLY BEGIN AFTER WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED EVEN THOUGH THE PARENT MAY HAVE BEEN THE ONE TO INITIATE THE REFERRAL, EITHER ORALLY OR IN WRITING.

YOUR FIRST TASK IN THE DEVELOPMENT OF AN IEP FOR YOUR PROJECT STUDENT IS INDICATED NOW. YOU WILL FIND THE NECESSARY FORMS IN YOUR TRAINING PACKET. FOR YOUR PROJECT STUDENT, COMPLETE THE FOLLOWING:

(1) THE REFERRAL TO THE ASSESSMENT TEAM: AND
(2) ACTING AS THE TEAM COORDINATOR, LOG IN ITEM ONE ON YOUR "IEP PROCESS LOG."

WHEN THESE TWO TASKS HAVE BEEN COMPLETED, CONTINUE WITH THE TRAINING TAPE. THIS CONCLUDES THE THIRD SEGMENT OF YOUR TRAINING.

SEGMENT IV

WITH THE REFERRAL TO THE ASSESSMENT TEAM COMPLETED FOR YOUR PROJECT STUDENT, AND HAVING IT LOGGED IN, YOU ARE NOW READY TO PROCEED TO THE SECOND STEP IN THE IEP PROCESS: INITIATING A REFERRAL: PLANNING USING THE ASSESSMENT RECORD...PAGE 25.

UPON FORMAL REFERRAL FOR ASSESSMENT, THE TEAM, WITH ONE MEMBER DESIGNATED AS ITS COORDINATOR IN ACCORDANCE WITH LOCAL DISTRICT PROCEDURES, IS CHARGED WITH DEVELOPING AN ASSESSMENT PLAN. THIS PLAN MUST BE WRITTEN IN ORDINARY LANGUAGE DESCRIBING THE PROCEDURES, THE TESTS, RECORDS OR REPORTS PROPOSED FOR USE IN THE ASSESSMENT PROCESS.

TO GET THE BALL ROLLING AND TO ACCOMPLISH THOSE STEPS SET OUT UNDER ITEM 2 ON THE IEP PROCESS LOG, THE ASSESSMENT RECORD FORM FOUND ON PAGE 26 PROVIDES A GUIDE SO THAT ALL AREAS TO BE ASSESSED AS MANDATED BY LAW ARE EVALUATED.

PLANNING IN SUCH A FASHION ELIMINATES THE POSSIBILITY OF EITHER DUPLICATING OR NEGLECTING ANY ASSESSMENT AREA WHICH MUST BE CONSIDERED FOR IEP DEVELOPMENT AND SPECIAL EDUCATION PLACEMENT. PAGE 26a SHOWS AN EXAMPLE OF A COMPLETED ASSESSMENT RECORD FOR THE FICTITIOUS CHILD WHO IS FOLLOWED AS AN EXAMPLE THROUGH THE IEP PROCESS.

TO AID IN THE SELECTION OF INSTRUMENTS APPROPRIATE FOR AN INDIVIDUAL, TURN TO THE ASSESSMENT MATRIX A, BEGINNING ON PAGE 71. HERE MANY TESTS ARE LISTED ALONG WITH THOSE AREAS OF BEHAVIOR FOR WHICH EACH INSTRUMENT IS INTENDED TO ASSESS. LET'S ASSUME YOU ARE SEEKING A MEASURE FOR EVALUATING LEARNING STYLE, SOMETHING THAT WILL HELP IDENTIFY STRENGTHS AND WEAKNESSES. ON PAGE 71 THE BODY AWARENESS CHECKLIST IS LISTED AS SUCH A TOOL. BUT MORE INFORMATION IS NEEDED BEFORE THE DECISION IS MADE TO USE IT. THAT INFORMATION CAN BE FOUND IN MATRIX B, PAGES 79 TO 100. NOW FIND BODY AWARENESS

CHECKLIST IN THIS MATRIX ON PAGE 82. HERE INFORMATION WHICH IS REQUIRED FOR PREPARING THE ASSESSMENT PLAN IS FOUND. YOU WILL NOTE ITS SOURCE IS THE HAPI HANDBOOK, IN WHICH CASE IT WILL APPEAR IN THE HANDBOOK WITH UNPUBLISHED/INFORMAL ASSESSMENT TOOLS. AN INDEX OF THESE TOOLS IS LISTED ON PAGE 103. YOU WILL FIND THAT, INDEED, THE BODY AWARENESS CHECKLIST IS LISTED AND CAN BE FOUND IN ITS ENTIRETY ON PAGE 123. TURNING NOW TO PAGE 123, YOU HAVE LOCATED THE BODY AWARENESS CHECKLIST ALONG WITH DIRECTIONS FOR TESTING AND RECORDING. LET'S ASSUME THIS TEST DOES SATISFY THE NEEDS FOR ASSESSMENT FOR A GIVEN CHILD. NOW LIST THIS TEST UNDER LEARNING STYLE ON THE ASSESSMENT RECORD. THE PERSON WHO WILL ADMINISTER IT CAN ALSO BE DESIGNATED. NOW YOU HAVE THE INFORMATION YOU NEED TO DESCRIBE THIS TOOL IN THE ASSESSMENT PLAN WHICH MUST BE SUBMITTED TO THE PARENT FOR WRITTEN CONSENT TO ASSESS.

FOR THE PURPOSES OF THIS TRAINING PROCEED WITH ASSESSMENT PLANNING BY LISTING TEST APPROPRIATE FOR THE INDIVIDUAL TO BE ASSESSED. UNDER THE HEADINGS VISION AND HEARING, YOU WILL NEED TO CHECK THE HEALTH CARD OR RECORD TO DETERMINE IF SCREENING OR OTHER TESTING HAS ESTABLISHED THESE SENSORY ACUITIES. IF THIS INFORMATION IS LACKING, THE SCHOOL NURSE AND/OR AUDIOLOGIST WILL BECOME A PART OF THE ASSESSMENT TEAM AND THIS SHOULD BE LOGGED IN ON THE ASSESSMENT RECORD. FOR THE DEVELOPMENTALLY HANDICAPPED, IT IS RECOMMENDED THAT A CCS REPRESENTATIVE, IF POSSIBLE, BE A MEMBER OF THE ASSESSMENT TEAM.

ALL THE AREAS OF BEHAVIOR AND FUNCTION LISTED ON THE ASSESSMENT RECORD APPLY TO ALL HANDICAPPED CHILDREN REGARDLESS OF SUSPECTED DISABILITY. WHEN THE SUSPECTED DISABILITY FALLS IN THE CATEGORY OF SEVERELY HANDICAPPED, INCLUDING THE TRAINABLE MENTALLY RETARDED AND THE DEVELOPMENTALLY HANDICAPPED, CERTAIN SPECIAL ASSESSMENT IS INDICATED. THIS IS DESCRIBED ON PAGES 37, 38, AND 39. PLEASE TURN TO PAGE 37--CRITERIA FOR ELIGIBILITY AND SERVICES TO THE SEVERELY HANDICAPPED. THIS INFORMATION IS TAKEN DIRECTLY FROM THE CALIFORNIA EDUCATION CODE AND FROM THE PROPOSED STATE GUIDELINES FOR MASTER PLAN DISTRICTS. ON PAGES 38 AND 39, THE TITLE 5 REGULATIONS AND EDUCATION CODE SECTIONS SET OUT THE CRITERIA FOR ELIGIBILITY AND THE PSYCHOLOGICAL EXAMINATION REQUIREMENTS UNIQUE TO THE DEVELOPMENTALLY HANDICAPPED AND

TRAINABLE MENTALLY RETARDED IN NON-MASTER PLAN DISTRICTS. HOWEVER, ALL ASSESSMENT TOOLS SHOULD BE LISTED ON THE ASSESSMENT RECORD, REGARDLESS WHO IS RESPONSIBLE FOR THE ASSESSING.

LANGUAGE/SPEECH/HEARING SPECIALISTS WHO HAVE BEEN PREVIOUS HAPI WORKSHOP TRAINEES HAVE FOUND THIS HANDBOOK TO BE OF HELP IN PLANNING THEIR ASSESSMENTS FOR THE SEVERELY HANDICAPPED. YOU ARE ENCOURAGED TO SHARE THE ASSESSMENT AND INTERVENTION MATERIALS WITH YOUR LANGUAGE, SPEECH AND HEARING SPECIALIST.

YOU WILL FIND A COMPLETED ASSESSMENT RECORD ON PAGE 26a FOR THE FICTITIOUS STUDENT BEING FOLLOWED IN THIS TRAINING.

BEFORE PROCEEDING WITH YOUR NEXT TRAINING ASSIGNMENT, TURN TO PAGE 27 OF YOUR HANDBOOK. STEP THREE: SELECTION OF ASSESSMENT TOOLS IS CONSIDERED HERE.

THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS IS CRUCIAL. THE PERSON ADMINISTERING A TEST MUST BE APPROPRIATELY CREDENTIALED OR LICENSED. WHATEVER INSTRUMENTS SELECTED MUST ALSO BE LINGUISTICALLY APPROPRIATE FOR THE STUDENT. CONSIDERATION NEEDS TO BE GIVEN CRITERION-REFERENCED MATERIALS. THESE TOOLS OFTEN GIVE MORE INFORMATION FOR DIAGNOSTIC PURPOSES AND PLANNING INTERVENTION THAN CAN BE GAINED FROM NORM-REFERENCED TESTS.

THE PLANNING OF THE ASSESSMENT IS DONE IN COMMITTEE, JUST AS THE WRITING OF THE IEP IS WRITTEN IN COMMITTEE AND THIS COMMITTEE INCLUDES THE PARENT AS AN ACTIVE DECISION MAKING MEMBER. IT CANNOT BE TOO HEAVILY STRESSED, THAT PARENT INVOLVEMENT THROUGHOUT THE ASSESSMENT PROCESS SHOULD BE ENCOURAGED. EVERY EFFORT SHOULD BE MADE TO KEEP THE PARENT INFORMED AND PARTICIPATING AND THESE EVENTS SHOULD BE DOCUMENTED IN THE CHILD'S RECORDS.

ALL TEAM MEMBERS SHOULD CLEARLY UNDERSTAND THE STANDARDS AND PROCEDURES FOR ASSESSMENT AS DEFINED IN TITLE 5 REGULATIONS. IF YOU HAVE QUESTIONS ABOUT INFORMATION ON PAGES 25 OR 27, BE SURE TO GET CLARIFICATION BEFORE

YOU PROCEED WITH THE TRAINING TAPE. YOU CAN REFER TO THE TITLE 5 REGULATIONS OR TO YOUR RESOURCE PERSON.

YOUR ASSIGNMENT AT THIS TIME IS TO:

(1) SELECT THE APPROPRIATE TOOLS FOR YOUR PROJECT STUDENT USING PART II IN YOUR HANDBOOK ENTITLED "ASSESSMENT"; AND

(2) LIST TESTS AND EXAMINERS ON THE ASSESSMENT RECORD FOR YOUR PROJECT STUDENT REGARDLESS OF HANDICAP. DATES WILL BE ENTERED AS THE ASSESSMENT PROCEEDS.

REMEMBER, YOU WOULD BE ONLY ONE MEMBER OF AN ASSESSMENT TEAM IN DEVELOPING THE ASSESSMENT PLAN. BUT UNLESS YOU ARE TRAINING WITH A TEAM, IT WILL BE NECESSARY FOR YOU TO ASSUME ALL THE ROLES OF THE TEAM FOR THE PURPOSES OF THIS TRAINING SO THAT YOU WILL UNDERSTAND THE ENTIRE IEP PROCESS.

THIS CONCLUDES THE FOURTH SEGMENT OF THE TRAINING. WHEN YOU HAVE COMPLETED THE ASSESSMENT RECORD, PLEASE PROCEED WITH THE NEXT PORTION OF THE TAPED TRAINING. YOU MAY STOP THE TAPE AT THIS POINT.

TMR/DH
JULY, 1979

SEGMENT V

THROUGH PARTICIPATION IN THE FIRST 4 PORTIONS OF THIS TAPED TRAINING YOU HAVE BECOME WELL ACQUAINTED WITH THE HANDBOOK, YOU HAVE LEARNED WHAT AN IEP MUST INCLUDE, YOU HAVE BEEN ACTIVELY INVOLVED IN THE SELECTION OF APPROPRIATE ASSESSMENT TOOLS FOR YOUR PROJECT STUDENT, AND YOU HAVE PREPARED THE ASSESSMENT RECORDS EMPLOYING THE HANDBOOK TO AID IN DEVELOPING THE ASSESSMENT PLAN.

IT MUST BE EMPHASIZED AGAIN THAT THE ENTIRE IEP PROCESS IS A MULTIDISCIPLINARY TEAM PROCEDURE WITH ONE MEMBER DESIGNATED AS A COORDINATOR AND THAT THIS TEAM ALSO INCLUDES THE PARENT. THE TEAM COORDINATOR IS CHARGED WITH COORDINATING THE ASSESSMENT PROCEDURES, TIMELINES, AND SCHEDULING FOR THE IEP MEETING IN ACCORDANCE WITH LOCAL POLICIES OR PROCEDURES.

THE NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN, PAGE 31, CAN NOW BE EASILY DRAWN UP, BASED ON THE INFORMATION ON THE "REFERRAL TO ASSESSMENT TEAM" AND THE INFORMATION RECORDED ON THE ASSESSMENT RECORD. YOU WILL FIND MATRICES A AND B USEFUL IN PREPARING THIS ASSESSMENT PLAN. THIS PLAN MUST BE SUBMITTED TO THE PARENTS REQUESTING WRITTEN PARENTAL CONSENT FOR ASSESSMENT AS DESCRIBED IN THE TITLE 5 REGULATIONS. PREPARATION OF THIS ASSESSMENT PLAN IS A TEAM FUNCTION. ITS DEVELOPMENT SHOULD FOLLOW THE PROCEDURES SET UP BY THE LOCAL SCHOOL DISTRICT. NO ASSESSMENT CAN BE INITIATED UNTIL WRITTEN PARENTAL CONSENT HAS BEEN RECEIVED. WITHIN 35 SCHOOL DAYS AFTER RECEIPT OF THIS CONSENT, THE ASSESSMENT, DETERMINATION OF ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES AND THE DEVELOPMENT OF AN IEP IN COMMITTEE SHALL HAVE TAKEN PLACE IN COMPLIANCE WITH STATE AND FEDERAL REGULATIONS. THE PARENT AS A TEAM MEMBER SHOULD BE INVITED TO BE INVOLVED IN THE ASSESSMENT PROCESS AND TO BE INFORMED AS IT PROGRESSES. THIS PORTION OF THE TRAINING WILL FOCUS ON STEP 4: DEVELOPING THE ASSESSMENT PLAN AND STEP 5: PARENTAL NOTIFICATION OF REFERRAL AND

ASSESSMENT PLAN. A QUICK REVIEW OF PAGES 29 THROUGH 33 IN THE HANDBOOK IS ADVISED AT THIS POINT. AS YOU REVIEW THESE PAGES, BE SURE TO ACQUAINT YOURSELF WITH THE NOTIFICATION OF REFERRAL FORM FOUND ON PAGES 31 AND 31b. STOP THE TAPE AT THIS POINT UNTIL THESE TASKS HAVE BEEN COMPLETED.

AS THE TEAM COORDINATOR, FOLLOWING THE "IEP PROCESS LOG" WILL AID IN COMPILING OF INFORMATION FROM OTHER TEAM MEMBERS AND DRAWING UP THE ASSESSMENT PLAN.

THE FORM OFFERED IN THE HANDBOOK ON PAGE 31 ACCOMPLISHES TWO TASKS. IT PROVIDES THE PARENT WITH (1) A WRITTEN NOTIFICATION OF REFERRAL FOR ASSESSMENT,AND (2) IT PROVIDES THE ASSESSMENT PLAN FOR CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES. AT THE TEAM MEETING IN WHICH THE ASSESSMENT PLAN IS WRITTEN, THE TEAM COORDINATOR SHOULD ALSO PROVIDE OTHER MEMBERS WITH APPROPRIATE FORMS FOR GATHERING AND COMPILING OF ASSESSMENT DATA AND ESTABLISH TIMELINES FOR EVENTS IN THE IEP PROCESS TO OCCUR.

WITH THIS BACKGROUND, YOUR ASSIGNMENT NOW IS TO PREPARE THE "NOTIFICATION OF REFERRAL-PARENT CONSENT TO ASSESSMENT PLAN--CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES FORM" FOR YOUR PROJECT STUDENT. SUCH A FORM IS PROVIDED FOR YOUR USE IN THE PACKET OF TRAINING MATERIALS. IT IS SUGGESTED THAT YOU REFER TO THE COMPLETED FORM FOR THE FICTITIOUS MANUEL LOPEZ, PAGE 31b, IN PREPARING ONE FOR YOUR STUDENT. THE TESTS YOU LIST SHOULD BE COPIES FROM YOUR ASSESSMENT RECORD. IT IS ASSUMED FOR THE PURPOSES OF THIS TRAINING THAT YOU WILL BE RESPONSIBLE FOR DELIVERING THIS NOTICE TO THE PARENT INCLUDING PARENTS'RIGHTS, OBTAINING CONSENT TO ASSESS, NOTIFYING OTHER TEAM MEMBERS THAT CONSENT HAS BEEN OBTAINED, AND DOCUMENTING ALL OF THIS ON THE "IEP PROCESS LOG" THROUGH ITEM 4.

WITH THESE INSTRUCTIONS CLEARLY UNDERSTOOD, PROCEED WITH DRAWING UP THE NOTIFICATION OF REFERRAL AND ASSESSMENT PLAN. WHEN THIS HAS BEEN COMPLETED, RESUME THE TRAINING ON SEGMENT VI. STOP THE TAPE NOW.

TMR/DH
July, 1979

SEGMENT VI

FOR PURPOSES OF THIS TRAINING IT IS PRESUMED THAT THE WRITTEN PARENTAL CONSENT TO ASSESS HAS BEEN RECEIVED, DOCUMENTED ON THE IEP PROCESS LOG, AND ALL ASSESSMENT TEAM MEMBERS HAVE BEEN NOTIFIED THAT ASSESSMENT MAY PROCEED ACCORDING TO THE ASSESSMENT PLAN AND TIMELINES PREVIOUSLY ESTABLISHED.

THIS TRAINING SESSION WILL ADDRESS STEP 6: CONDUCTING THE ASSESSMENT, PAGES 35 THROUGH 42. THERE IS CONSIDERABLE INFORMATION IN THIS STEP WHICH IS EXPECTED TO BE OF HELP TO YOU IN THE EFFICIENT USE OF TIME AND INFORMATION IN CONDUCTING THE ASSESSMENT, RECORDING ASSESSMENT RESULTS, GATHERING DEVELOPMENTAL HISTORY, AND IN DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION PROGRAMMING. AS YOU REVIEW THIS SECTION--STEP 6--BE SURE TO LOOK CAREFULLY AT THE FORMS. STOP THE TAPE AT THIS POINT AND RESUME IT AFTER YOU HAVE COMPLETED THE REVIEW OF THIS INFORMATION.

WITH YOUR BOOK OPEN AT PAGE 35 YOU ARE READY TO RECORD OBSERVATIONS AND REPORTS THAT ARE AVAILABLE FROM THE CUMULATIVE RECORDS, HEALTH CARDS, AND PARENTAL INTERVIEW. EACH TEAM MEMBER DESIGNATED AS THE EXAMINER ON THE ASSESSMENT PLAN WILL RECORD HIS OWN FINDINGS ON THE ASSESSMENT ANALYSIS. A SAMPLE OF THIS FORM IS ON PAGE 35a. A COMPLETED ANALYSIS FOR THE FICTITIOUS MANUEL LOPEZ ON PAGES 35b AND c IS A COMPILATION OF ALL ASSESSMENT RESULTS TO BE CONSIDERED.

A REMINDER MAY BE IN ORDER AT THIS POINT REGARDING CONFIDENTIALITY.

EACH PUBLIC EDUCATION AGENCY HAS ESTABLISHED WRITTEN PROCEDURES AND POLICIES RELATING TO THE CONFIDENTIALITY OF PUPIL RECORDS. CERTAIN ASPECTS ARE MANDATED BY LAW. EACH MEMBER OF THE TEAM MUST ASSUME THE REPONSIBILITY TO BE KNOWLEDGEABLE OF THESE PROCEDURES AND ADHERE TO THEM.

NONDISCRIMINATORY TESTING IS MANDATED. ASSESSMENT MUST BE ADMINISTERED BY APPROPRIATELY LICENSED OR CREDENTIALED PERSONNEL WHO ARE COMPETENT IN BOTH ORAL AND WRITTEN SKILLS OF THE INDIVIDUAL'S PRIMARY LANGUAGE OR MODE OF COMMUNICATION AND MUST HAVE BOTH A KNOWLEDGE AND UNDERSTANDING OF THE STUDENT'S CULTURAL AND HISTORICAL HERITAGE. IN ADDITION, WHEN IT IS DETERMINED THAT THE STUDENT IS LIMITED-ENGLISH-SPEAKING OR NON-ENGLISH-SPEAKING THE ASSESSMENT SHALL BE CONDUCTED IN THAT STUDENT'S LANGUAGE. TESTS AND PROCEDURES MUST CONFORM WITH THE DEPARTMENT GUIDELINES REGARDING NONDISCRIMINATORY ASSESSMENT. ANYONE INVOLVED IN ASSESSMENT IS OBLIGATED TO BE INFORMED REGARDING THIS ISSUE.

ALSO, EVERY ASSESSMENT MUST INCLUDE ADEQUATE PROCEDURES FOR THE IDENTIFICATION OF PERCEPTUAL PROBLEMS.

THE ACCURACY OF RECORDING AND INTERPRETING THE RESULTS OF TEST DATA CANNOT BE OVEREMPHASIZED--ACCURACY PRESUMES CAREFUL ANALYSIS. OFTEN THE SCORE ITSELF IS OF LESSER VALUE THAN THE OBSERVATION OF BEHAVIOR AND FUNCTION DURING THE EVALUATION--AND THIS SHOULD BE NOTED.

A NUMBER OF STANDARDIZED TESTS ARE AVAILABLE WITH ESTABLISHED VALIDITY AND RELIABILITY. NORM-REFERENCED TESTS HAVE CONVENTIONALLY BEEN USED TO MEASURE ABILITIES; HOWEVER, MANY OF THESE TESTS PROVE OF LITTLE USE IN PLANNING INSTRUCTIONAL INTERVENTION. ON THE OTHER HAND, CRITERION-REFERENCED TESTS CHARACTERISTICALLY DO PROVIDE INFORMATION DEFINING PRESENT LEVEL OF FUNCTION AND STAGE OF DEVELOPMENT. ASSESSMENT MUST ESTABLISH WHERE THE INDIVIDUAL IS NOW AND WHAT THE NEXT STEP NEEDS TO BE. BY RECORDING AND ANALYZING TEST DATA ON THE ASSESSMENT ANALYSIS FORM, INFORMATION IS ORGANIZED TO SHOW WHERE STRENGTHS LIE AND WHERE NEEDS EXIST. THEN BASED ON THESE TWO CONCERNS--STRENGTHS AND NEEDS--POSSIBLE SOURCES OF INTERVENTION CAN BE PLANNED. THIS ASSESSMENT ANALYSIS HAS PROVEN TO BE OF REAL HELP IN IEP DETERMINATIONS AND IN THE WRITING OF GOALS AND OBJECTIVES IN IEP COMMITTEE. IT IS SUGGESTED THAT THE COORDINATING TEAM MEMBER COMPILE ALL THE ASSESSMENT RESULTS ON ONE ASSESSMENT ANALYSIS FORM AND THEN HAVE THIS COMPILATION AVAILABLE FOR THE TEAM, INCLUDING THE PARENTS, FOR IEP DEVELOPMENT AND DETERMINATION OF SPECIAL

EDUCATIONAL SERVICES. SUCH A COMPILATION MAY BE ATTACHED TO THE IEP.

TO DEMONSTRATE THE VALUE OF THE ASSESSMENT ANALYSIS, REMOVE THE ANALYSIS PREPARED FOR MANUEL LOPEZ WHICH IS A COMPILATION FROM ALL EXAMINERS. IT IS FOUND ON PAGES 35b AND 35c. ARRANGE IT IN FRONT OF YOU VERTICALLY SO THAT PAGE 35b APPEARS AT THE TOP OF YOUR DESK OR TABLE AND 35c AT THE BOTTOM. THIS WILL ALLOW YOU TO READ VERTICALLY UNDER EACH HEADING. TO PERMIT YOU TO ARRANGE THE PAGES OF THE ASSESSMENT ANALYSIS VERTICALLY IN FRONT OF YOU, STOP THE TAPE HERE AND START AGAIN WHEN YOU HAVE THE ASSESSMENT ANALYSIS READY TO REVIEW.

NOW WITH A COMPILATION OF ALL TESTS AND REPORTS RECORDED ON THE ASSESSMENT ANALYSIS FOR MANUEL LOPEZ, THE COMMITTEE IS PRESENTED WITH AN ORGANIZED SUMMARY OF FINDINGS.

READING DOWN COLUMN 1--ASSESSMENT--THE INSTRUMENTS BEING CONSIDERED ARE LISTED. NEXT, READING DOWN COLUMN 2--RESULTS SCORES LEVEL OF FUNCTION, ETC.--ADDITIONAL INFORMATION IS GIVEN, SHOWING THAT ALL AREAS OF FUNCTION AS REQUIRED BY LAW HAVE BEEN ASSESSED. THE INFORMATION HERE IS SUCCINCT--A PICTURE OF THIS STUDENT'S DEVELOPMENT AND FUNCTION IS TAKING SHAPE. CONTINUE BY READING DOWN THE THIRD COLUMN--LEARNING STRENGTHS/STYLES/RATES--RESULTS INDICATE THAT MANUEL IS A VISUAL LEARNER, WITH GOOD IMITATION SKILLS. HE RESPONDS TO ADULT APPROVAL. BOTH MOTOR DEVELOPMENT AND SELF-HELP SKILLS ARE SEEN AS STRENGTHS. THIS GIVES VERY IMPORTANT INFORMATION FOR DEVISING KINDS OF MATERIALS AND STRATEGIES THAT WILL BEST SUIT MANUEL'S NEEDS.

NOW READ COLUMN FOUR--WEAKNESSES/NEEDS. WITH THIS INFORMATION IT APPEARS THAT A PRIMARY NEED IS FOR SOME KIND OF BEHAVIOR MANAGEMENT PROGRAM AS A PRIORITY ITEM BOTH AT SCHOOL AND AT HOME. THE LACK OF EYE CONTACT AND ATTENDING SKILLS APPEARS TO BE A SIGNIFICANT NEED, TOO.

THE FIFTH COLUMN--SUGGESTED RECOMMENDATIONS, STRATEGIES, MATERIALS, ETC.--PROVIDES A GUIDE IN SELECTION AND DEVELOPMENT OF CURRICULUM TAILORED TO MANUEL'S STRENGTHS AND NEEDS.

BY CONSIDERING ALL OF THE RESULTS LISTED ON THE ANALYSIS, IT CAN BE ESTABLISHED THAT THE ASSESSMENT WAS ADEQUATE TO THE EXTENT THAT:

(1) AREAS OF SUSPECTED DISABILITIES WERE EVALUATED.
(2) EDUCATIONAL PROBLEMS WERE IDENTIFIED.
(3) PERTINENT DATA WAS RECORDED AND DATED.
(4) APPROPRIATE TOOLS WERE CAREFULLY SCORED AND ANALYZED.
(5) LEARNING AND DEVELOPMENTAL RATE IS SEVERELY DELAYED.
(6) LEARNING STYLE APPEARS TO BE THROUGH THE VISUAL MODALITY WITH ACCOMPANYING SKILLS IN IMITATION.

AS YOUR ASSESSMENT PROCEDURES ARE COMPLETED FOR YOUR PROJECT STUDENT, RECORD THEM ON THE ASSESSMENT ANALYSIS. ALL OF THE DETERMINATIONS FOR WRITING THE IEP SHOULD BE BASED ON THE INFORMATION YOU WILL HAVE RECORDED HERE. PROCEED WITH THE GATHERING OF DATA AS DESCRIBED IN YOUR ASSESSMENT PLAN, COMPILING ON THE ASSESSMENT ANALYSIS THE RESULTS FROM ALL SOURCES. USING THE LIST ON PAGE 41, ASSESSMENT CONSIDERATIONS, DETERMINE WHETHER THE ASSESSMENT FOR YOUR PROJECT STUDENT HAS PROVIDED YOU WITH ADEQUATE INFORMATION. IF IT HAS, YOU SHOULD THEN CHECK OFF #5 ON YOUR IEP PROCESS LOG.

WHEN THE ASSESSMENT ANALYSIS HAS BEEN COMPLETED, START THE TAPE FOR THE NEXT SEGMENT OF TRAINING. THIS CONCLUDES THE SIXTH SEGMENT OF THE TRAINING.

TMR/DH
July, 1979

SEGMENT VII

YOU HAVE COMPLETED THE FIRST SIX STEPS IN DEVELOPING AN IEP. THE TEAM COORDINATOR IS NOW RESPONSIBLE FOR NOTIFYING THE PARENTS OF THE MEETING TO DEVELOP THE IEP. THIS MAY NEED TO BE A TWO MEETING ARRANGEMENT AS WAS DONE IN THE CASE OF MANUEL LOPEZ. PLEASE REFER AT THIS POINT TO PAGE 23--THE IEP PROCESS LOG, ITEM #6. LISTED HERE ARE THE STEPS WHICH MUST BE ACCOMPLISHED WITH THE PARENTS NOW. THE DECISION TO BE MADE IS WHETHER OR NOT A NEED EXISTS FOR MORE THAN ONE MEETING TO SUMMARIZE RESULTS, CONSIDER ELIGIBILITY AND SERVICES NEEDED, WRITE THE IEP AND DETERMINE PLACEMENT.

PRIOR TO THE E & P MEETING, ASSESSMENT TEAM MEMBERS ARE ADVISED TO BRING TO THE MEETING WRITTEN NOTES WHICH WILL AID IN THE WRITING OF GOALS AND OBJECTIVES. HOWEVER, THE ACTUAL WRITING OF GOALS AND OBJECTIVES ON THE IEP FORM IS ACCOMPLISHED IN COMMITTEE.

IN PREPARATION FOR THIS MEETING, EACH TEAM MEMBER MUST CONSIDER--ON THE BASIS OF ASSESSMENT RESULTS--APPROPRIATE GOALS AND OBJECTIVES. STEP 7: DETERMINING GOALS AND OBJECTIVES, ON PAGES 43 AND 44 DISCUSSES THIS TOPIC. PLEASE TURN TO THIS STEP NOW--PAGE 43 AND REVIEW THE INFORMATION THERE.

THE LISTS OF EDUCATIONAL SKILLS AND BEHAVIORS OFFERED ON PAGES 45 TO 49 WERE COMPILED TO RELATE DIRECTLY TO THE AREAS OF FUNCTION WHICH MUST BE EVALUATED AS SET FORTH IN PL 94-142. YOUR ATTENTION IS DIRECTED TO THIS LIST AS YOU CONSIDER WHAT KINDS OF GOALS AND OBJECTIVES YOU NEED TO CONSIDER FOR YOUR PROJECT CHILD. IF YOU WISH TO STUDY THIS MORE THOROUGHLY, STOP THE TAPE AND DO SO NOW.

THE INTERVENTION MATRIX IN THE HANDBOOK, BEGINNING ON PAGE 189 LISTS MANY SOURCES OF MATERIALS THAT ARE DESIGNED TO PRESENT PROGRAMS IN A SEQUENTIAL MANNER AND ARE AN AIDE IN WRITING GOALS AND OBJECTIVES. THESE WERE ALSO

INTENDED TO HELP IN PLANNING INTERVENTION TECHNIQUES AND STRATEGIES. MANY OF THE MATERIALS LISTED THERE ARE AVAILABLE FOR YOUR INFORMATION AND USE ON A LOAN BASIS FROM PROJECT HAPI'S OFFICE.

THE DETERMINING OF GOALS AND OBJECTIVES CANNOT BE DIVORCED FROM THE SELECTION OF INTERVENTION MATERIALS, THE EIGHTH STEP LISTED IN THE GUIDE ON PAGE 15 IN IEP DEVELOPMENT. THIS STEP IS DISCUSSED ON PAGE 51. THE SCHEMATIC PLAN FOR DEVELOPING IEP GOALS AND OBJECTIVES ON PAGE 53 SHOWS GRAPHICALLY HOW THE DAILY PLANS FOR INSTRUCTION AND INTERVENTION ARE TIED DIRECTLY TO THE STATED GOALS AND OBJECTIVES WHICH ARE DEVELOPED IN THE E & P COMMITTEE.

YOUR ASSIGNMENT NOW IS TO THOROUGHLY ACQUAINT YOURSELF WITH THE INTERVENTION SECTION OF THE HANDBOOK BEGINNING ON PAGE 189 AND CONTINUING THROUGH TO THE APPENDICES. ANOTHER SOURCE OF INFORMATION IN DEVELOPING GOALS AND OBJECTIVES AND IN THE SELECTION OF APPROPRIATE MATERIALS AND TECHNIQUES CAN BE FOUND IN THE COLLECTION OF MODEL IEP'S FOUND IN APPENDIX A. YOU MAY WISH TO ADD MATERIALS OF YOUR OWN TO THE MATRIX AND THE SAMPLE RESOURCE SECTION FOR REFERENCE IN THE FUTURE. WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, PLEASE RESUME THE TAPE. YOU MAY STOP THE CASSETTE PLAYER AT THIS POINT.

TMR/DH
July, 1979

SEGMENT VIII

SEGMENT VIII OF THE TRAINING TAPES WILL DEAL WITH STEP 9: THE E & P COMMITTEE MEETING, WHICH IS ADDRESSED IN THE HANDBOOK ON PAGES 55 AND 56. IT IS ASSUMED THAT YOU HAVE READ THIS PORTION. WHILE ONLY ONE MEETING TO PLAN AND WRITE THE IEP IS MANDATED, IT IS RECOMMENDED THAT SCHEDULING MORE THAN ONE MEETING IS A GOOD PRACTICE, REMEMBERING, OF COURSE, THAT THIS INVOLVES ALL REQUIRED PARTICIPANTS, INCLUDING THE PARENTS. THE PARENT SHOULD BE PROVIDED THE OPPORTUNITY TO ACT AS A DECISION MAKER ON AN EQUAL BASIS WITH EVERY OTHER MEMBER OF THE E & P TEAM. IT MUST BE RECOGNIZED THAT THE PARENTS AS WELL AS THE EDUCATORS HAVE A RESPONSIBILITY FOR THE EDUCATION OF THEIR CHILDREN AS WELL AS THE EXPERTISE TO MAKE SOUND DECISIONS.

A WRITTEN REPORT OF THE DECISIONS OR CONCLUSIONS MADE IN ANY MEETING SHOULD BE MADE AVAILABLE FOR THE PARENTS WHETHER OR NOT THEY HAVE BEEN IN ATTENDANCE. THE REPORT FORM ON PAGE 57 ILLUSTRATES SUCH A FORM, AND THE SAME FORM COMPLETED FOR OUR FICTITIOUS CHILD, MANUEL LOPEZ, FOLLOWS ON PAGE 57b. WHEN SUCH A PRELIMINARY MEETING HAS OCCURRED AND A REPORT TO THE PARENT HAS BEEN MADE, CERTAIN ELEMENTS MAY BE ENTERED ON THE IEP FORM PRIOR TO THE E & P MEETING IN WHICH THE IEP IS COMPLETED. THE CHECKLIST FOR EVALUATING THE IEP ON PAGE 59 DESIGNATES THE INFORMATION UNDER ITEMS 1 AND 2 THAT MAY BE COMPLETED PRIOR TO THE WRITING OF GOALS AND OBJECTIVES. THIS CHECKLIST PROVIDES A FORMAT FOR PREPARING AN AGENDY FOR THE E & P MEETING. A SAMPLE AGENDA HAS BEEN INCLUDED IN YOUR TRAINING PACKET. SUCH AN AGENDA PROVIDES A FORMAT FOR ALL MEMBERS INCLUDING THE PARENT, AND THE STUDENT WHERE APPROPRIATE, TO USE THROUGHOUT THE MEETING. WHILE AN INFORMAL AND COMFORTABLE ATMOSPHERE MAY BE MORE CONDUCIVE TO PARENTAL INVOLVEMENT, SUCH A WRITTEN AGENDA SHOULD BE VIEWED AS A GUIDE TO KEEP THE TEAM "ON TRACK" RATHER THAN A RIGID PROTOCOL.

THE COMPLETED IEP FOR MANUEL LOPEZ IS INCLUDED ON PAGES 61a, b AND c. YOU WILL NOTE THAT THE SPECIAL EDUCATION PLACEMENT IS DESIGNATED AS A SEVERELY HANDICAPPED--TMR--PLACEMENT WITH PARENT TRAINING PLUS A SPANISH RESOURCE TEACHER TO ASSIST TEACHER AND PARENTS AS A RELATED SERVICE. THE SPECIAL MATERIALS AND EQUIPMENT WHICH ARE TO BE PROVIDED BY THE DISTRICT ARE ALSO DOCUMENTED.

YOU WILL FIND FIVE MODEL IEP'S IN APPENDIX A OF THIS HANDBOOK THAT ILLUSTRATE DIFFERENT HANDICAPS THAT FALL WITHIN THE RESPONSIBILITY FOR INSTRUCTION OF THE TEACHER OF THE SEVERELY HANDICAPPED, INCLUDING TMR AND DEVELOPMENTALLY DELAYED.

FOR THE PURPOSES OF THIS TRAINING, YOU WILL ASSUME THAT TWO PLANNING MEETINGS WERE HELD TO DEVELOP THE IEP. YOUR ASSIGNMENT FOR THIS PORTION OF THE TRAINING CONSISTS OF THREE STEPS:

(1) WRITE A REPORT APPROPRIATE FOR YOUR PROJECT STUDENT ON THE ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION FORM. YOU WILL FIND THIS IN YOUR TRAINING PACKET.
(2) COMPLETE THE IEP ASSUMING ALL THE ROLES OF THE TEAM, IF YOU ARE TRAINING BY YOURSELF.
(3) EVALUATE YOUR COMPLETED IEP BY USING THE CHECKLIST ON PAGES 59 AND 60. ITEM 12--"IEP IS LEGIBLE IN ENTIRETY" SHOULD NOT BE OVERLOOKED. A CHECKLIST IS ALSO PROVIDED IN YOUR TRAINING PACKET.

WHEN YOU HAVE COMPLETED THIS ASSIGNMENT, YOU MAY RESUME THE TAPE FOR THE FINAL PORTION OF THE TRAINING.

SEGMENT IX

THIS IS THE CONCLUDING SEGMENT OF THE TRAINING. YOU HAVE FOLLOWED YOUR PROJECT CHILD FROM INITIAL IDENTIFICATION THROUGH THE MANDATED STEPS TO IEP DEVELOPMENT AND DETERMINATION OF PROGRAMS AND SERVICES. STEP 10: IMPLEMENTING THE IEP, PAGE 63 DISCUSSES THIS STEP BRIEFLY. IN ADDITION, SEVERAL SUGGESTIONS ARE IN ORDER FOR IMPLEMENTATION.

IT IS RECOMMENDED THAT A WRITTEN PLAN OF INTERVENTION BE DEVELOPED PERIODICALLY, IT SHOULD INCLUDE INCREMENTS BUILDING TOWARD THE TERMINAL OBJECTIVES ON THE IEP, STRATEGIES PLANNED, AND THE MATERIALS AND EQUIPMENT NEEDED. A REPORTING SYSTEM TO THE PARENTS SHOULD BE SET UP, WITH A MEANS FOR DOCUMENTING PARENTAL INVOLVEMENT. ANOTHER SUGGESTION TO CONSIDER IN THE IMPLEMENTATION OF THE IEP INCLUDES PREPARING A COPY OF THE STUDENT'S PROPOSED DAILY SCHEDULE FOR THE PARENTS, INCLUDING WHERE INSTRUCTION IS TO TAKE PLACE AND WHO IS RESPONSIBLE FOR THIS INSTRUCTION. MAKING SUCH INFORMATION AVAILABLE TO THE PARENT IS ANOTHER AVENUE IN KEEPING COMMUNICATION CHANNELS OPEN BETWEEN THE SCHOOL AND THE PARENT. WITH IMPLEMENTATION OF THE IEP, YOU HAVE NOW COMPLETED THE IEP PROCESS LOG.

THE INTERVENTION AND ACTIVITIES PLAN FOR MANUEL LOPEZ CAN BE FOUND ON PAGES 63a, b AND c. THIS EXAMPLE DEMONSTRATES THE WAY IN WHICH THE PERSON RESPONSIBLE FOR IMPLEMENTATION CAN SET DOWN IN WRITING AN EDUCATIONAL PLAN THAT RELATES DIRECTLY TO THE GOALS AND OBJECTIVES ON THE IEP. IT PROVIDES AN UNDERSTANDABLE MEANS FOR EXPLAINING HOW A STUDENT WILL ACCOMPLISH THE TERMINAL OBJECTIVES. SUCH A PLAN ALLOWS AN ONGOING DOCUMENTING OF PARENTAL INVOLVEMENT AS WELL. THIS PLAN COULD BE USED IN LIEU OF ANOTHER REPORTING FORM OR REPORT CARD AND SHOULD BE OF REAL BENEFIT AT ANY PARENT CONFERENCE.

STEP 11: REVIEW OF THE IEP, PAGE 65 REFERS TO TITLE 5 REGULATIONS WHICH ADDRESS THE REVIEW OF THE IEP. THE LAW IS SPECIFIC ABOUT THE NEED FOR CONTINUING ATTENTION TO A HANDICAPPED CHILD'S NEEDS AS THE INDIVIDUAL DEVELOPS.

WHILE A REVIEW OF THE IEP MUST BE HELD AT LEAST ANNUALLY AND A NEW IEP WRITTEN, A REQUEST FOR A REVIEW OR REVISION MAY BE SUBMITTED AT ANYTIME BY THE PARENTS, SCHOOL PERSONNEL, A RESPONSIBLE COMMUNITY PROFESSIONAL OR, IF APPROPRIATE, THE STUDENT HIMSELF. IN SUCH AN EVENT, THE E & P COMMITTEE WOULD RECONVENE TO RESOLVE THE PRESENTING PROBLEM.

PAST TRAINEES HAVE INDICATED THEY HAVE FOUND THIS HANDBOOK A CONVENIENT AND HANDY RESOURCE THROUGH THE YEAR. SOME HAVE DESCRIBED IT AS AN "ON THE TOP OF THE DESK REFERENCE." OTHERS HAVE REPORTED HAVING ADDED THEIR OWN MATERIALS TO IT, THUS BUILDING A COMPENDIUM OF RESOURCES.

YOUR FINAL ASSIGNMENT AS A TRAINEE WILL BE DUE AFTER A SEMESTER OF USE WITH THE HAPI MATERIALS. THIS ASSIGNMENT CONSISTS OF EVALUATING THIS HANDBOOK. THE HANDBOOK EVALUATION FORM IS APPENDIX D, PAGES 315 AND 316. YOUR CANDID CRITIQUE IS INVITED. THANK YOU FOR YOUR COOPERATION.

Project HAPI

IEP PROCESS LOG

Student____________________ B/D________ Grade___ Teacher______________

School____________________ Team Coordinator____________________

	Date	Initial
1. Referral for assessment received by team coordinator. . . .		
2. Development of assessment plan:		
A. Parent notified of informal meeting.		
B. Evaluation team members notifed.		
C. Assessment Record utilized.		
D. Assessment Analysis provided each team member		
E. Timelines established for:		
(1) Completion of assessment.		
(2) Assessment Analysis to be delivered to team coordinator.		
(3) Psychoeducational study completed (for EH & SDL) .		
(4) Assessment Analysis compiled by team coordinator. .		
3. Assessment plan and parent and student rights and procedural safeguards delivered to parents.		
4. Receipt of parental consent to assess documented.		
5. Conduct assessment per plan (see full Assessment Record). .		
6. Coordinator collect and compile findings on Assessment Analysis.		
A. Notify parents of:		
(1) Meeting (if indicated) to determine adequacy and findings of assessment.		
(a) Notice delivered.		
(b) Report of meeting delivered.		
AND/OR		
(2) E&P committee meeting for IEP (when one meeting only is needed) planning and determination of educational placement.		
7. Parent's response to item 6, (1) received/documented. . . .		
Parent's response to item 6, (2) received/documented. . . .		

8. Agenda prepared for E&P committee meeting. . . . . __________ ______

9. E&P committee meeting:

A. IEP--written and signed by participating members . . . . __________ ______

B. Written parental consent for educational placement documented. . . . . __________ ______

10. IEP implemented . . . . __________ ______

Project HAPI

REFERRAL TO ASSESSMENT TEAM

School ______________________ Date ____________ Person Initiating Referral ____________

Student ______________________ BD ________ CA ________ Sex ________

Personal Identifier ____________ Current Teacher ____________ Grade ________ Current Placement ____________

No. Yrs. Enrolled in School ____________ Native Language ____________ How Determined ____________

Parent(s)/Guardian(s) ______________________ Phone ____________

Address ______________________

Native Language of Home ____________ School District of Residence ____________

Assessment Team Coordinator ______________________ Date Referral Received ____________

Reason for Referral:

Background Information:

Educational History (include previous significant test scores, data reports, samples of work, etc.).

Health/Medical History

Previous Interventions/Strategies

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

Note: No carbon required.
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Project HAPI **ASSESSMENT RECORD**

Name ______________________ Grade __________

Birthdate ______________________ Date __________

* * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PRE-VOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

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NOTIFICATION OF REFERRAL
PARENT CONSENT TO ASSESSMENT PLAN CONSIDERATION FOR SPECIAL EDUCATION AND SERVICES

Page 1 of 2

Student ______________________________ Date sent ______________________

REASONS FOR REFERRAL: Your son/daughter has been referred to the assessment team (____EAS, ____SAT, ____E&P) due to concerns about his/her current performance as described:

Possible program alternative(s): ______________________________

The assessment team is a group of appropriately credentialed school personnel who make recommendations to provide educational services best suited to a student's needs. To aid in planning an appropriate program for the student, the team needs to conduct an assessment. The assessment plan below lists the procedures, tests, records or reports proposed for use in evaluation. This assessment will include adequate procedures to evaluate visual perceptual or other perceptual problems. All tests to be used are appropriate and nonbiased for the student.

ASSESSMENT PLAN – Date to be completed ______________________

Person Responsible	Assessment Tool	Description of Tool	Reason for Using

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Supt. of Schools, Dept. of Educ.
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A copy of *Parent and Student Rights* has been enclosed for your information and understanding. Parents have the right to take part in providing information and in making decisions about their child's education. If you have any questions regarding your rights or steps to follow in exercising your rights, you may contact your child's school or the school district office.

> *I give my consent for any of the above evaluations to be made as outlined within 35 days after receipt by the school of this consent. I understand that the results will be kept confidential and that I will be invited to a meeting when the assessment is completed to review the results and discuss program possibilities. It is my understanding that no change in educational placement will be made. I also acknowledge receipt of the Parent and Student Rights, including due process and procedural safeguards.*

_______________________________ _______________________
Parent/guardian signature *Date*

If you have any questions, please call: _______________________________ _______________
Assessment team coordinator signature *Phone*

Please sign and return to:

____

____

____

Date returned: _______________________

☐ Copy provided to parents in primary language

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ASSESSMENT ANALYSIS

Name ______________________ B/D __________ CA ________ Grade __________ Date ________________ Examiner ______________________

Assessment	Results/Scores e.g.: MA., Level of Function, Gr. Level, etc.	Learning Strengths/ Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

Form 626–1/HAPI
Supt. of Schools, Dept. of Educ
San Diego County 6 79

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Project HAPI **Page 1 of 2**

ELIGIBILITY AND PLANNING TEAM RECOMMENDED ACTION

Date ______________________ Name ______________________

School ______________________ Grade ______________________

Dear ______________________:

A request has been received by the Eligibility and Planning Team (E&P) to meet on

______________ at ______________ a.m./p.m. located at ______________
(date) (time) (place)

for the reasons listed below:

1. Proposed action: ______________________
2. Reasons for proposal: ______________________
3. Options considered: ______________________
4. Reasons for rejection of options: ______________________
5. Assessment procedures used: ______________________
6. Records considered: ______________________
7. Other factors: ______________________

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Your presence is requested at this meeting. *You must notify this office if you do not plan to attend.*

You may wish to invite one of the following to this meeting to represent your child and/or provide additional information that could aid the committee: i.e., social worker, teacher, psychologist, optometrist or teacher. If you do so wish, please complete the section below. Only the person(s) you have authorized may participate in this meeting. It is important that you understand that the district DOES NOT have authorization or funds to pay you or your representative(s) at this time.

- -

I give my consent for the following to attend the E&P meeting and authorize them to speak in behalf of my child:

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

Name ______________________ Address ______________________

Relationship to student ______________________ ______________________

I/we, the parent(s)/guardian(s) of the above student WILL _____ WILL NOT _____ attend the meeting.

______________________ ______________________

Parent/guardian signature *Date*

______________________ ______________________

Parent/guardian signature *Date*

- -

Please sign the above statement and return to:

____

____

Thank you.

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Supt. of Schools, Dept. of Educ.
San Diego County 6-79

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Draft No. 7: 5-23-79
Project HAPI

INDIVIDUALIZED EDUCATION PROGRAM

Page 1 of 3

Student ______________ BD ________ CA ________

Personal Identifier ______________ Sex ________

Teacher ______________ No. Yrs. Enrolled in School ________ Grade ________

School ______________ Special Program ______________

Date of Initial Enrollment in Special Education ________ *Projected Date of Placement ________ Anticipated Duration of Placement ________

Career/Vocation Education Program ______________

Extent of Regular Class Placement ______________ % P.E. Program ________

INDICATE PRESENT LEVEL OF FUNCTION

Communication/Language:

Academics:

Social Adaptation/Emotional Development:

Psychomotor:

Prevocational/Vocational Skills:

Self-Help Skills:

Learning Style (Modality):

Learning Approach (e.g., reflective, persistent, etc.)

Health Status:

*Where appropriate placement cannot be made within 20 school days, state reason for delay and projected date for placement. (CAC 3305 (c)):

Date of Meeting ______________

Parents ______________ Phone ________

Address ______________

Native Language of Pupil ______________ How Determined ______________

Native Language of Home ______________ School District of Residence ______________

RATIONALE FOR PLACEMENT

Functional description of handicap:

Specific special education to be provided:

Related services to be provided:

Special material/equipment to be provided:

Provision(s) for possible transition into regular classroom program:

Rationale for Least Restrictive Environment:

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San Diego County 6-79

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Student ____________________ **Page 2 of 3**

The persons whose signatures appear below affirm that proper procedures have been followed regarding assessment instructional planning, due process, placement, and/or dismissal, and that the above named pupil has been identified as requiring (or not requiring) special education services in accordance with Federal and State Laws and Regulations. Goals, objectives, program, and services determined for the above named pupil, if limited-English or non-English-speaking, are linguistically appropriate.

Participating IEP committee members XX sign below: Date

Parent/designee signature

Parent/designee signature

Student signature

Special education administrator/designee signature

Regular education teacher signature

*School psychologist signature

*Language, speech, and hearing specialist signature

School nurse signature

Special education teacher signature

Interpreter signature

Other signature (specify)

Other signature (specify)

*Has evaluated pupil

XXIndicates designated team coordinator

Secondary level graduation requirements (CAC 3306(s)):

Determination of extended school year services (CAC 3306(e)):

The parent(s)/designee(s) signature below signifies permission for special education placement in:

Specified Special Education Placement

Parent/designee signature Date

Parent/designee signature Date

A written notice and full explanation of rights and protections including due-process procedural safeguards as required by Federal and State Laws have been provided to and received by parent(s)/designee(s).

Parent/designee signature Date

Parent/designee signature Date

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Student ______________________________

Page 3 of 3

Annual Goals	Short Term Instructional Objectives	Monitoring of Goals and Objectives
	Specify time, observable behavior, evaluation conditions, and evaluation criteria. Person responsible Date established	Date ________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsibile Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed
	Person responsible Date established	________ Achieved ________ Reviewed ________ *Revision recomm. ________ Parent informed

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*CAC Title 5 – 3307

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Project HAPI

CHECKLIST FOR EVALUATING THE IEP

All items on the HAPI IEP form require a response.

_____1. Personally identifiable information legible and accurate.

- _____a. Student name
- _____b. Birthdate
- _____c. Chronological age
- _____d. Personal identifier
- _____e. Sex
- _____f. Number previous years enrolled in school
- _____g. Date of initial enrollment in special education
- _____h. Grade
- _____i. Date of meeting
- _____j. Parents
- _____k. Phone
- _____l. Address
- _____m. Native language of pupil, and
- _____n. How determined
- _____o. Native language of home
- _____p. School district of residence

This information may be completed on IEP prior to E&P meeting.

E&P chairperson should confirm accuracy of this information prior to IEP consideration, decisions and writing of IEP in committee.

_____2. Indicate present levels of function (state "age appropriate" where no need exists. Where needs exist, use statement rather than test scores).

- _____a. Communication/language
- _____b. Academics
- _____c. Social adaptation/emotional development
- _____d. Prevocational/vocational skills
- _____e. Self-help skills
- _____f. Learning Style (Modality)
- _____g. Learning approach
- _____h. Health status

See suggestions in handbook.

These items may be completed prior to writing of goals, objectives, programs and services needed, when more than one planning meeting is indicated. This information should be available from assessment analysis compilation.

_____3. Annual goals based directly on assessment findings state general aims.

_____ 4. Short-term instructional objective(s) written fulfill each annual goal. Specify time, observable behavior, evaluation conditions and criteria.

  _____ a. Document person responsible for implementing (not mandated but recommended).

  _____ b. Date objective established.

_____ 5. Rationale for placement (statements require specificity and must reflect all areas of need).

  _____ a. Functional description describes educational need(s) in understandable language.

  _____ b. Specific special education to be provided--designates specially designed programs based on goals, including special physical education and/or vocational programs.

  _____ c. Related services to be provided describes additional services required to fulfill goals and objectives.

  _____ d. Special material/equipment to be provided by school district to meet goals and objectives.

  _____ e. Provision(s) for possible transition into regular class placement permits flexibility to move toward least restrictive environment.

  _____ f. Rationale for least restrictive environment gives reason for recommended placement.

_____ 6. Establish (for this IEP implementation) specific:

  _____ a. Teacher

  _____ b. School

  _____ c. Special program

  _____ d. Date of initial enrollment in special education.

  _____ e. Project date of placement (note exception).

  _____ f. Anticipated date of placement.

  _____ g. Career/vocational education program

  _____ h. Extent of regular class placement (percent of time on weekly basis).

  _____ i. Physical education program

_____ 7. Secondary level graduation requirements.

_____ 8. Determination of extended school year services (specificity need).

_____ 9. Participating IEP committee members (in attendance) signature and date document the statement of compliance with legislation in referral, assessment, IEP development and special education placement processes.

_____ 10. Written parental consent to placement as specified documented.

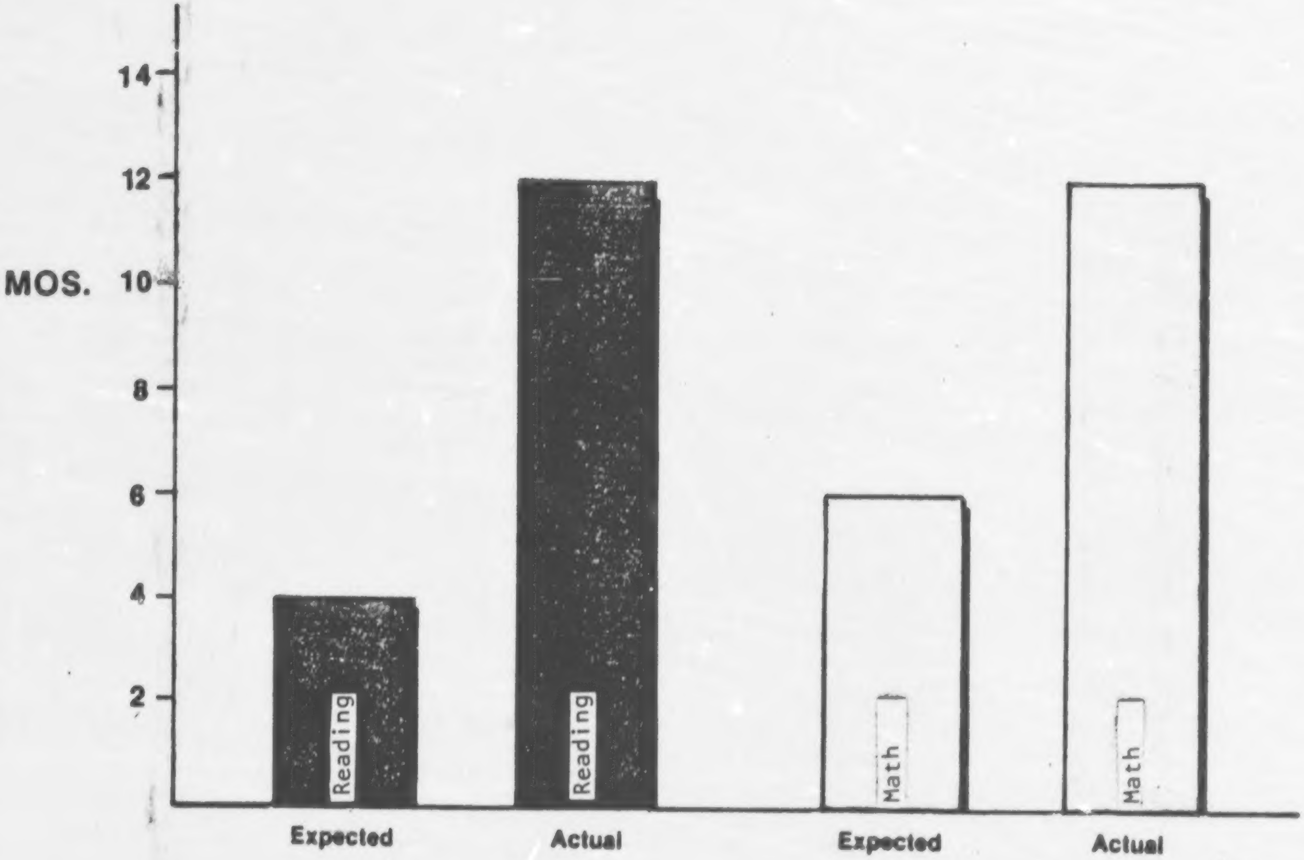
_____ 11. Informed voluntary acknowledgement of receipt and understanding of rights and protections documented.

_____ 12. IEP is legible in entirety.

Form 633-I/HAPI
Supt. of Schools, Dept. of Educ.
San Diego County 6-79

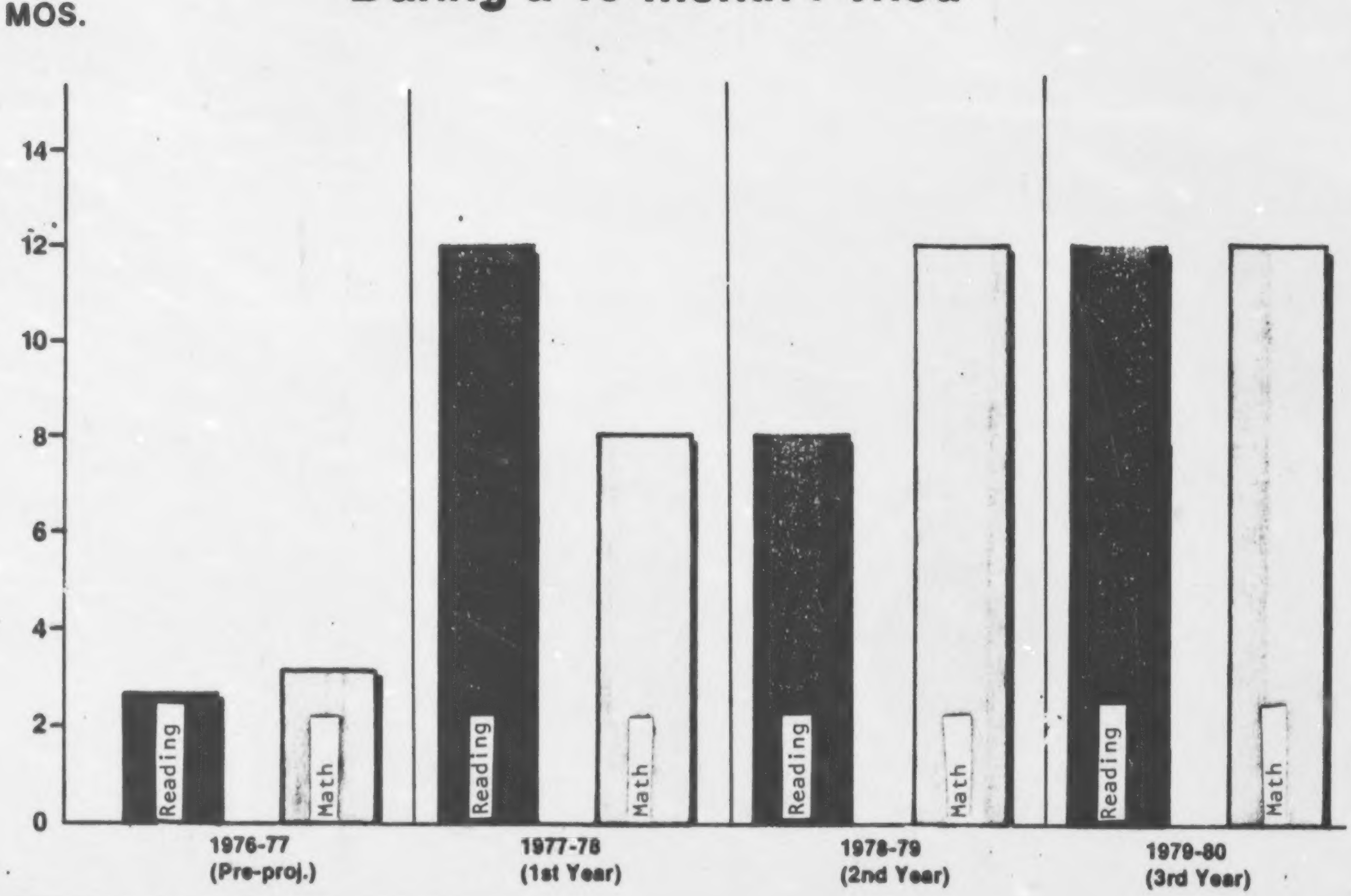
EXPECTED GAINS & ACTUAL GAINS In Reading & Math (1979-80)

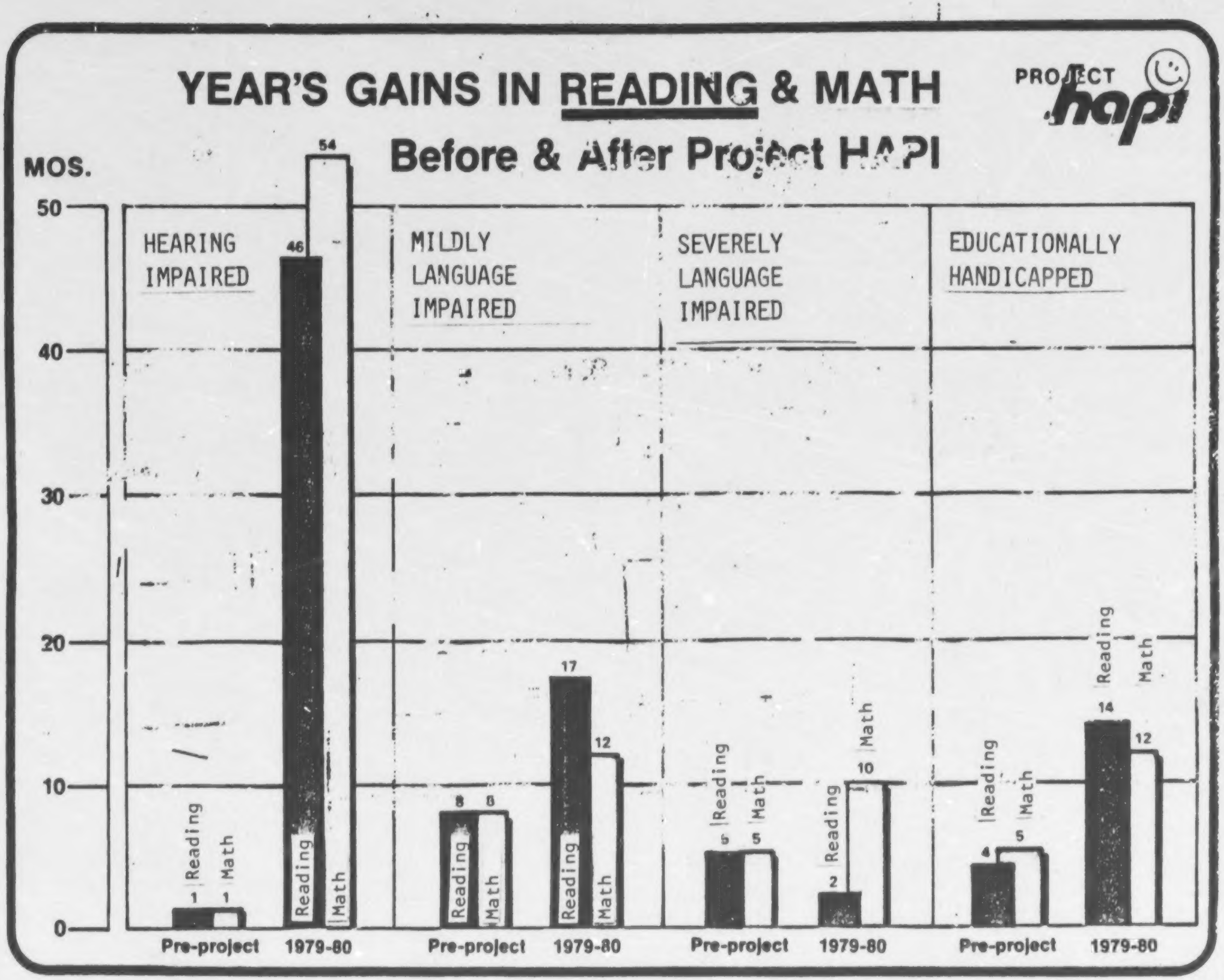
PROJECT hapi



PROJECT hapi

GAINS IN READING & MATH
For All Handicapped During a 10-month Period





YEAR'S GAINS IN READING & MATH
Before & After Project HAPI

PROJECT hapi

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP

Part I: An Introduction to the IEP Process

Part II: Assessment Planning
The First-15-School-Day Period

Part III: Assessment + Intervention = IEP
The 35-School-Day Period

A Guide for the three-part series video program depicting the IEP process

by Jean Chapman
Project Coordinator
Project HAPI, ESEA Title IV-C #3426
(Handicapped Achievement Program Improvement)

EC 132819

Superintendent of Schools
Department of Education, San Diego County
6401 Linda Vista Road, San Diego, California 92111

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INTRODUCTION

Project HAPI (Handicapped Achievement Program Improvement) has developed a structured training process to prepare school personnel for planning and implementing individualized education programs (IEPs) as mandated by Public Law 94-142: The Education for all Handicapped Children Act. The chief vehicle for training is a series of five handbooks, ASSESSMENT + INTERVENTION = IEP, A HANDBOOK ON HOW TO WRITE AN INDIVIDUALIZED EDUCATION PROGRAM FOR:

BOOK ONE:	SEVERE DISORDERS OF LANGUAGE, INCLUDING APHASIA AND OTHER SPEECH-LANGUAGE HANDICAPPED
BOOK TWO:	EDUCATIONALLY HANDICAPPED
BOOK THREE:	HEARING IMPAIRED
BOOK FOUR:	VISUALLY IMPAIRED
BOOK FIVE:	TRAINABLE MENTALLY RETARDED/DEVELOPMENTALLY HANDICAPPED

Each handbook provides a systematic approach to IEP development, a resource for a practical assessment of skills, a compilation of intervention materials and strategies, a collection of model IEPs and current requirements of California regulations. The format of the handbooks is open-ended, providing for the addition of new information and materials as they become available.

An audiocassette and a training packet of materials have been prepared specifically for each handbook, addressing the unique needs and criteria for the designated handicapping condition. Thus, the handbook, its accompanying audiocassette and training packet provide a self-instructional component to the training.

In conjunction with these materials there exists a series of three color videotapes, EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP

PART I:	AN INTRODUCTION TO THE IEP PROCESS
PART II:	ASSESSMENT PLANNING - THE-FIRST-15 SCHOOL-DAY PERIOD
PART III:	ASSESSMENT + INTERVENTION = IEP, THE 35-SCHOOL-DAY PERIOD

This video program provides an overview of federal and state regulations concerned with the education for handicapped children. It addresses the role parents have in the multidisciplinary team in identification, assessment, program development, and special education placement. The series depicts a model for carrying out activities from initial identification of a child with special education needs through the writing of the IEP, concluding with the determination of special education programs and services. The television program relates directly to the systematic approach to IEP development and the sequential steps presented in each handbook.

This multimedia package is designed for use with parents, professionals, and paraprofessionals. It lends itself to a variety of instructional approaches and to a number of different audiences. The unique feature of HAPI's materials is that the total package can be used successfully as an independent study program, requiring a minimum of trainer time. The handbooks and tapes are designed to be used with a regular audiocassette player. The videotapes are available on three-quarter inch cassette tape, one-half inch reel-to-reel tape, and industrial Beta (SL 320) cassette tape for use with the appropriate video playback equipment.

CONTENT OF THE VIDEO PROGRAM

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP

PART I

AN INTRODUCTION TO THE IEP PROCESS

(14 MINUTES)

The first portion of the series gives an overview of the major basic provisions of PL 94-142 and the California Administrative Code Title 5 regulations (CAC 5). Further, it defines an individualized education program (IEP), describes the reason for its existence, identifies persons responsible in the IEP process and stresses active parental involvement as a team member in identification, assessment, and special education programming and placement. A fictitious student, John Pauls, is followed through prereferral tasks to the writing of a request for assessment. This same child is documented in ASSESSMENT + INTERVENTION + IEP, BOOKS ONE and TWO.

PART II

ASSESSMENT PLANNING THE FIRST- 15-SCHOOL-DAY PERIOD

(16 MINUTES)

Continuing with the case of the fictitious John Pauls, this portion of the video program deals with the 15-school-day period immediately following the written referral for assessment. Assessment planning tasks and timelines set out in federal and state law are depicted. The basic requirements, procedural safeguards and individual protections are explained in an ongoing commentary. Attention is given to the active involvement of the parent as a member of the multidisciplinary assessment team.

The forms shown in use in the video series are given in the same sequence as in Part I of all the HAPI handbooks. Those forms, which are specifically required by law, are available in Spanish and are found in the training packet accompanying the HAPI handbooks.

PART III
ASSESSMENT + INTERVENTION = IEP
THE 35-SCHOOL-DAY PERIOD
(30 MINUTES)

The case of John Pauls continues in the third part of the series, depicting a model for IEP development in compliance with federal and state regulations.

After the assessment plan has been prepared in committee, delivered to the parent and informed written parental consent has been documented, the IEP process moves to the formal assessment and IEP writing in committee--the 35-school-day period. The video stresses the team functioning as a multidisciplinary unit in conducting the assessment and in committee, analyzing assessment results, writing the IEP, and determining appropriate programs and services.

Activities portrayed are clarified simultaneously with commentary. The sequential steps of this 35-school-day period and requirements of the law are presented in all five HAPI handbooks, ASSESSMENT + INTERVENTION = IEP, PART I: A SYSTEMATIC APPROACH TO INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPMENT.

The forms required by law for this time period are also found in progressive order in all the handbooks. Books one and two document the IEP process from prereferral tasks to special education placement with supporting data and completed forms for the video's fictitious John

Pauls. Books three, four, and five each document a different fictitious child through the IEP process, addressing the criteria unique to a particular disability.

IMPLICATIONS FOR USE

This series of three videotapes offers a resource for training which may be used in various settings and with different audiences. Although the video program was designed as a coordinated part of a multimedia package, its use alone is appropriate for acquainting viewers with the major provisions of PL 94-142 and CAC 5 regulations and giving a greater understanding of the role of the IEP.

Presenters should consider their target groups and what the intent and level of training needs to be. Presenters should also keep in mind that the importance of the IEP and its effects are tremendous. The process of program development has been greatly modified from the traditional categorical labeling to PL 94-142's mandate to identifying needs based on individual assessment by a multidisciplinary team. This team which includes the parent as an equal member (and where appropriate even the student) now must develop a special program and the services to go with it. All of this is based on the needs, strengths, learning rates, and learning styles determined by assessment.

The IEP has been called "the heart of PL 94-142." This television program portrays a model in the development of this vital component in providing for all handicapped children a free and appropriate education in the least restrictive environment. Due to the comprehensive scope and impact the IEP has, presenters must think about the needs of the viewing audience. Choice of instructional strategies which are most appropriate to the group will make a more meaningful learning experience. Some strategies to consider could be the use of transparencies or other visual aids, simulations of roles in IEP process situations, presenting the program in its entirety or in three sessions, etc.

STUDY QUESTIONS (EXAMPLES)

PART I

AN INTRODUCTION TO THE IEP PROCESS

1. What is an IEP?
2. Who is involved in IEP development?
3. What does an IEP do?
4. Why must an IEP be written?
5. What are the basic purposes of PL 94-142?
6. Define special education as it is interpreted by CAC 5 regulations.
7. What is meant by related services?
8. What is an interagency agreement?
9. Why is the right to confidentiality an important provision of the law?
10. What role does the parent have in IEP development?
11. What is meant by prereferral tasks?
12. At what point in the IEP process do federal and state laws specify tasks and timelines?

STUDY QUESTIONS (EXAMPLES)

PART II

ASSESSMENT PLANNING

THE FIRST-15-SCHOOL-DAY PERIOD

1. What mandated tasks must occur within 15 days following a student's referral for assessment?

2. What persons must always be members of an assessment team?

3. What is the role of the assessment team coordinator?

4. What information must an assessment plan contain?

5. For what areas must "level of function" be determined?

6. What is the significance of establishing these levels?

7. What role does the parent have as an assessment team member? How is this implemented?

STUDY QUESTIONS (EXAMPLES)

PART III

ASSESSMENT + INTERVENTION = IEP

THE 35-SCHOOL-DAY PERIOD

1. When can formal assessment begin?

2. What three major tasks must occur during the 35-school-day period?

3. What is the psychoeducational report? What is its purpose?

4. When is a meeting of the assessment team prior to IEP writing indicated?

5. How do goals and objectives differ?

6. Name at least four major requirements in IEP development.

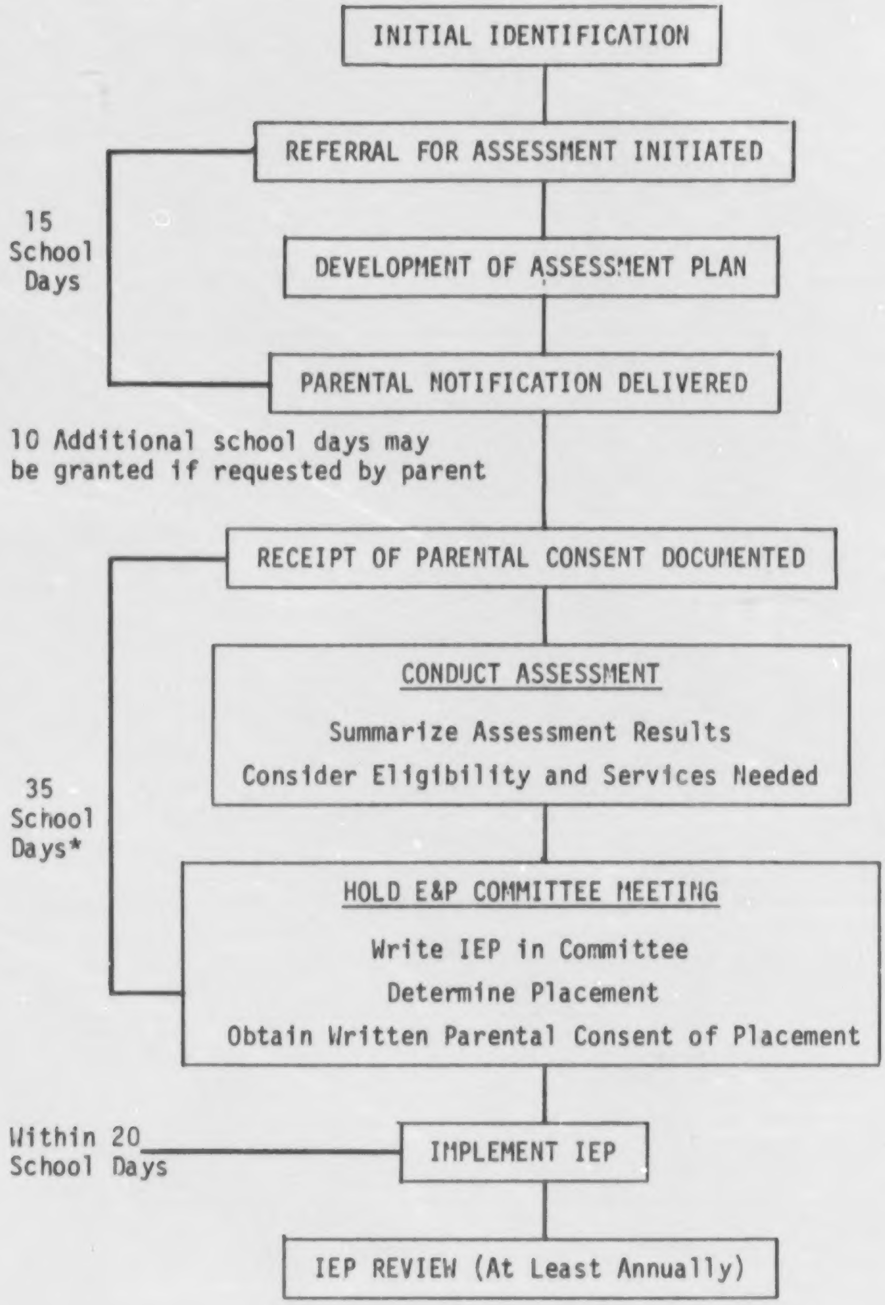
7. Upon what are special education programs and related services determined?

8. What is meant by the least restrictive environment?

9. What are the requirements for implementation of the IEP after it has been written and parental consent for placement has been obtained?

10. When is the IEP reviewed?

IEP FLOW CHART


INITIAL IDENTIFICATION
REFERRAL FOR ASSESSMENT INITIATED
15 School Days
DEVELOPMENT OF ASSESSMENT PLAN
PARENTAL NOTIFICATION DELIVERED
10 Additional school days may be granted if requested by parent
RECEIPT OF PARENTAL CONSENT DOCUMENTED
CONDUCT ASSESSMENT
Summarize Assessment Results
Consider Eligibility and Services Needed
35 School Days*
HOLD E&P COMMITTEE MEETING
Write IEP in Committee
Determine Placement
Obtain Written Parental Consent of Placement
Within 20 School Days
IMPLEMENT IEP
IEP REVIEW (At Least Annually)

*May 23, 1979 CAC 5 - 3305(b) When determined by E&P team that additional assessment by an outside agency is needed, the total time shall not exceed 50 days.

INITIAL IDENTIFICATION

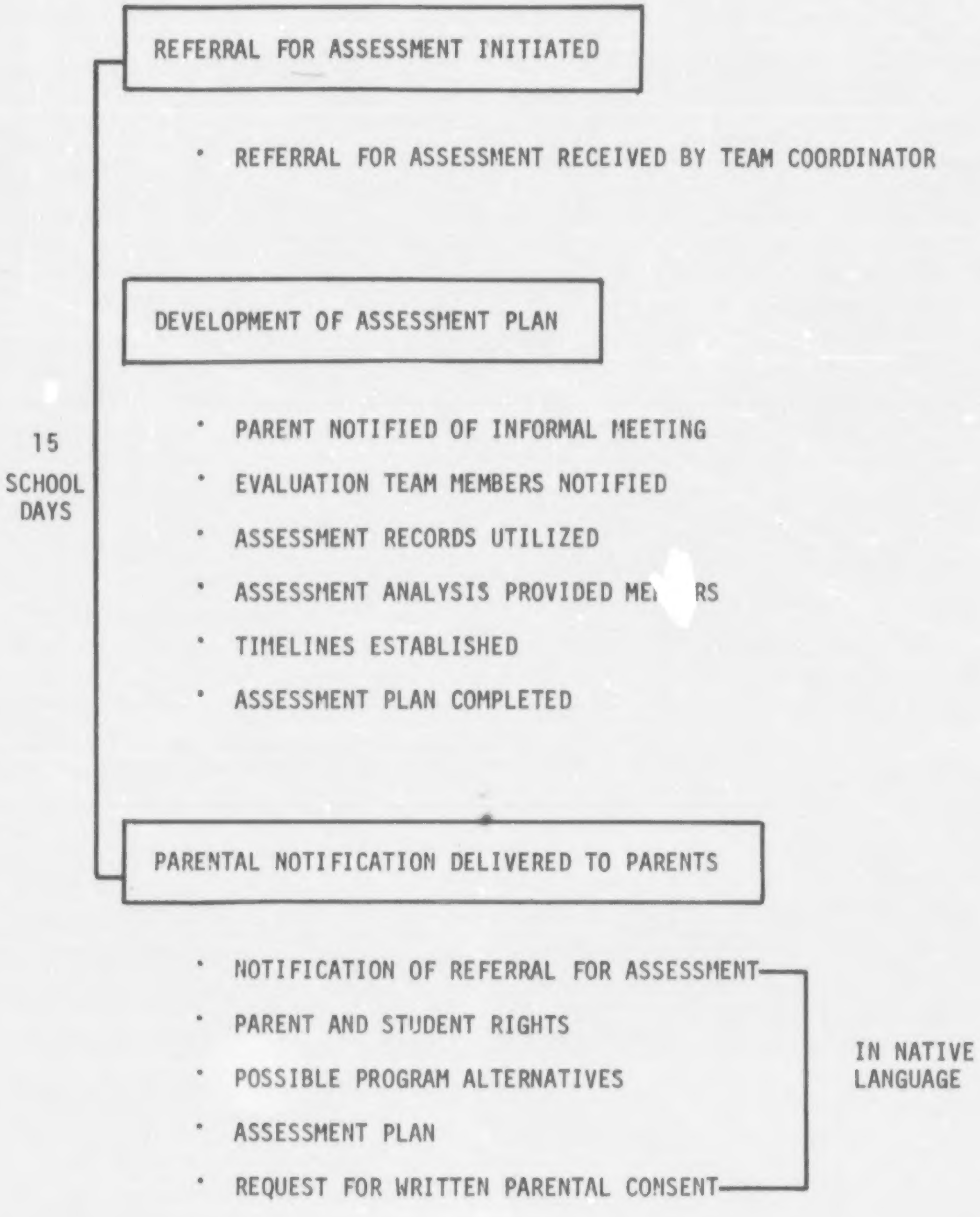
I. SCREENING

- FORMAL
- INFORMAL

II. CONSULTATIONS WITHIN REGULAR EDUCATION TO CONSIDER

- MODIFICATION IN REGULAR CLASS
- SUPPLEMENTARY INSTRUCTION
- DIFFERENT SETTING

III. REFERRAL TO ASSESSMENT TEAM COMPLETED



REFERRAL FOR ASSESSMENT INITIATED

- REFERRAL FOR ASSESSMENT RECEIVED BY TEAM COORDINATOR

DEVELOPMENT OF ASSESSMENT PLAN

- PARENT NOTIFIED OF INFORMAL MEETING
- EVALUATION TEAM MEMBERS NOTIFIED
- ASSESSMENT RECORDS UTILIZED
- ASSESSMENT ANALYSIS PROVIDED MEMBERS
- TIMELINES ESTABLISHED
- ASSESSMENT PLAN COMPLETED

15 SCHOOL DAYS

PARENTAL NOTIFICATION DELIVERED TO PARENTS

- NOTIFICATION OF REFERRAL FOR ASSESSMENT
- PARENT AND STUDENT RIGHTS
- POSSIBLE PROGRAM ALTERNATIVES
- ASSESSMENT PLAN
- REQUEST FOR WRITTEN PARENTAL CONSENT

IN NATIVE LANGUAGE

Project HAPI ASSESSMENT RECORD

Name____________________ Grade__________

Birthdate__________________ Date__________

* * * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	HEALTH STUDY	
	Vision Acuity	
	Auditory Acuity	
	Current Health	
	LEARNING STYLE	
	ACADEMICS	

DATE	ASSESSMENT	EXAMINER
	LANGUAGE	
	PSYCHOMOTOR	
	PREVOCATIONAL/VOCATIONAL	
	SOCIAL ADAPTATION/EMOTIONAL STATUS	
	SELF-HELP SKILLS	

Project HAPI

SPECIFIC LEARNING DISABILITY ASSESSMENT RECORD
FORM B

Name__________________________Grade______________

Birthdate____________________Date_______________

* * * * * * * * * * * *

DATE	ASSESSMENT	EXAMINER
	ORAL EXPRESSION	
	LISTENING COMPREHENSION	
	WRITTEN EXPRESSION	
	DEVELOPMENTAL HISTORY (CAC 53421(a)(1)(2))	

DATE	ASSESSMENT	EXAMINER
	BASIC READING SKILLS	
	READING COMPREHENSION	
	MATHEMATICS CALCULATIONS/REASONING	
	CLASSROOM OBSERVATION	
	INTELLECTUAL FUNCTIONING	

RECEIPT OF PARENTAL CONSENT TO ASSESS

A. CONSENT TO ASSESS DOCUMENTED

B. ALL ASSESSMENT TEAM MEMBERS NOTIFIED

CONDUCT ASSESSMENT

A. COORDINATOR COLLECTS AND COMPILES ALL ASSESSMENT RESULTS:

   (1) ASSESSMENT ANALYSIS
   (2) PSYCHOEDUCATIONAL STUDY
   (3) CLASSROOM OBSERVATION
   (4) DEVELOPMENTAL AND SCHOOL HISTORY

B. DETERMINE NEED FOR E&P COMMITTEE MEETING PRIOR TO IEP MEETING

C. PARENT NOTIFIED OF MEETING(S)

   (1) PARENT RESPONSE DOCUMENTED
   (2) AGENDA(S) PREPARED

35
SCHOOL
DAYS

HOLD E&P ACTION MEETING

A. SUMMARIZE RESULTS

B. CONSIDER POSSIBLE PROGRAMS AND SERVICES

C. WRITTEN REPORT PREPARED

D. WRITTEN REPORT DELIVERED TO PARENTS

HOLD E&P COMMITTEE MEETING

A. WRITE IEP

B. DETERMINE PROGRAM AND SERVICES

C. OBTAIN WRITTEN CONSENT TO PLACEMENT

Project HAPI

ASSESSMENT ANALYSIS

Name________________ B/D________ CA________ Grade______ Date________ Examiner____________

Assessment	Results/Scores e.g.,: MA., Level of Function, Gr. Level, etc.	Learning Strengths/Styles/Rates, etc.	Weaknesses/Needs	Suggested Recommendations Strategies, Materials, etc.

IMPLEMENT IEP

(WITHIN 20 SCHOOL DAYS AFTER PARENTAL CONSENT TO PLACEMENT)

- PLAN TRANSITION WITH STAFF
- PLAN TRANSITION WITH PARENTS
- PLAN TRANSITION WITH STUDENT
- MONITOR PROGRESS WITH PARENT
- DEVELOP INSTRUCTIONAL AND ACTIVITIES PLAN BASED DIRECTLY ON IEP

IEP REVIEW

AT LEAST ANNUALLY OR UPON REQUEST

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP

Part I: Introduction to the IEP Process

VIDEO SCRIPT

IN THE WORLD OF SPECIAL EDUCATION TODAY, PERHAPS THE MOST OFT HEARD WORD IS IEP. JUST WHAT IS AN IEP? WHO IS INVOLVED WITH IT? WHAT DOES IT DO? WHERE DOES IT COME FROM?

IN RESPONSE TO THE FIRST QUESTION: WHAT IS AN IEP? THE IEP IS AN INDIVIDUALIZED EDUCATION PROGRAM AND IS THE WRITTEN RESULT OF A HANDICAPPED CHILD'S EDUCATION AND DEVELOPMENTAL ASSESSMENT BY A QUALIFIED TEAM OF PROFESSIONALS.

WHO IS INVOLVED? THE TEAM INCLUDES PARENTS, SCHOOL PERSONNEL FROM A VARIETY OF DISCIPLINES AND, WHERE APPROPRIATE, THE CHILD HIMSELF. THE IEP IS THE BASIS OF A HANDICAPPED CHILD'S ENTIRE LEARNING PROGRAM. AS A MATTER OF FACT, A CHILD CANNOT BE PLACED IN A SPECIAL EDUCATION PROGRAM WITHOUT A WRITTEN INDIVIDUALIZED EDUCATION PROGRAM, AN IEP.

WHAT DOES AN IEP DO?

IT HAS TWO MAJOR PURPOSES:

ONE: TO ESTABLISH LEARNING GOALS FOR ACHIEVEMENT, AND

TWO: TO DETERMINE SERVICES THE SCHOOL DISTRICT WILL PROVIDE TO AID THE CHILD IN MEETING THESE LEARNING GOALS.

LEGISLATION DEFINES THE IEP AS "A STATEMENT OF SERVICES TO BE DELIVERED AND OF THE ANTICIPATED GOALS AND OBJECTIVES FOR A PUPIL, BUT IT IS NOT A CONTRACT WHICH GUARANTEES THE ACCOMPLISHMENT OF THE ANTICIPATED GOALS AND OBJECTIVES."

WHERE DID THE IEP COME FROM? (SHOWS AD)

THE PASSAGE OF THE "EDUCATION FOR ALL HANDICAPPED CHILDREN ACT OF 1975" OTHERWISE KNOWN AS PUBLIC LAW OR PL 94-142 REPRESENTS A LANDMARK IN THE

EC132819

RECOGNITION OF A FEDERAL RESPONSIBILITY TO PROVIDE FUNDING FOR THE COSTS OF SPECIAL EDUCATION SERVICES--AND TO ENSURE A BASIC MINIMUM LEVEL OF PROGRAM QUALITY ALONG WITH DUE PROCESS SAFEGUARDS FOR HANDICAPPED CHILDREN AND THEIR PARENTS.

THE BASIC PURPOSES OF THE LAW ARE TO ENSURE THAT EVERY HANDICAPPED CHILD IN THE COUNTRY WILL BE ABLE TO RECEIVE A FREE AND APPROPRIATE EDUCATION. THIS MEANS THAT A HANDICAPPED STUDENT WHO IS ELIGIBLE TO RECEIVE SPECIAL EDUCATION IS ENTITLED TO THE APPROPRIATE EDUCATIONAL PROGRAMS AND SERVICES FREE OF CHARGE TO THE PARENTS.

THIS FREE AND APPROPRIATE EDUCATION SHALL BE PROVIDED IN WHAT IS CALLED _THE LEAST RESTRICTIVE ENVIRONMENT_.

THIS TERM, _LEAST RESTRICTIVE ENVIRONMENT_, MEANS AN EDUCATIONAL SETTING THAT PERMITS THE MAXIMUM INSTRUCTIONAL TIME SPENT IN A REGULAR CLASSROOM AND WHERE THE INTERVENTION OR SPECIFICALLY DESIGNED INSTRUCTION IS PROVIDED BY A SPECIAL EDUCATION TEACHER OR SPECIALIST. FURTHER, THE HANDICAPPED ARE OFFERED THIS SPECIAL ASSISTANCE IN A SETTING WHICH PROMOTES INTERACTION WITH THE GENERAL SCHOOL POPULATION APPROPRIATE TO MEET THE NEEDS OF BOTH THE HANDICAPPED AND THE REGULAR CLASSROOM STUDENTS. IN SOME INSTANCES WHERE IT IS PHYSICALLY IMPOSSIBLE FOR THE HANDICAPPED STUDENTS TO PARTICIPATE IN THE REGULAR CLASSROOM, NONHANDICAPPED STUDENTS FROM A REGULAR CLASS TUTOR THEIR HANDICAPPED PEERS IN THE SPECIAL EDUCATION CLASSROOM. SOME DISTRICTS HAVE FOUND THIS TYPE OF INTERACTION TO BE A POSITIVE EXPERIENCE FOR BOTH GROUPS.

WITH THE EMPHASIS ON THIS INDIVIDUALIZED EDUCATION PROGRAM, THE IEP BECOMES THE VEHICLE FOR PROVIDING A QUALITY SPECIAL EDUCATION FOR THE HANDICAPPED STUDENT.

CALIFORNIA REGULATIONS DEFINE SPECIAL EDUCATION TO MEAN "SPECIFICALLY DESIGNED INSTRUCTION TO MEET THE UNIQUE NEEDS OF AN INDIVIDUAL WITH EXCEPTIONAL NEEDS, INCLUDING CLASSROOM INSTRUCTION, INSTRUCTION IN PHYSICAL EDUCATION, HOME

INSTRUCTION, AND INSTRUCTION IN HOSPITALS AND INSTITUTIONS." THIS TERM INCLUDES RELATED SERVICES.

RELATED SERVICES MEANS TRANSPORTATION AND SUCH DEVELOPMENTAL, CORRECTIVE AND OTHER SUPPORTIVE SERVICES REQUIRED TO HELP A HANDICAPPED STUDENT BENEFIT FROM SPECIAL EDUCATION. THESE SERVICES INCLUDE SPEECH PATHOLOGY, AUDIOLOGY, PSYCHOLOGICAL SERVICES, PHYSICAL AND OCCUPATIONAL THERAPY, RECREATION, EARLY IDENTIFICATION AND ASSESSMENT, COUNSELING SERVICES, AND MEDICAL SERVICES FOR DIAGNOSTIC OR EVALUATION PURPOSES.

SERVICES MAY BE PROVIDED BY NONPUBLIC, NONSECTARIAN SCHOOLS IN ACCORDANCE WITH STATE LAWS WHEN A STUDENT'S HANDICAPS ARE COMPOUNDED BY CONDITIONS WHICH REQUIRE EDUCATIONAL AND RELATED SERVICES AND FACILITIES THAT CANNOT BE PROVIDED BY THE PUBLIC SCHOOL.

AN INTERAGENCY AGREEMENT IS MADE SPECIFYING THE SERVICES AND RESPONSIBILITIES TO BE PROVIDED JOINTED BY THE SCHOOL AND THE AGENCY. SUCH AN AGENCY IS CCS -- CALIFORNIA CHILDREN'S SERVICES -- A PROGRAM IDENTIFIED THROUGH STATE AND FEDERAL LEGISLATION TO PROVIDE MEDICAL CARE AND REHABILITATION SERVICES FOR PHYSICALLY HANDICAPPED CHILDREN. WHERE OCCUPATION OR PHYSICAL THERAPY IS PROVIDED THROUGH AN INTERAGENCY AGREEMENT WITH CCS, THESE SERVICES ARE MEDICALLY DIRECTED. RELATED SERVICES ALSO INCLUDE SCHOOL HEALTH SERVICES, SOCIAL WORK SERVICES IN SCHOOLS, AND PARENT COUNSELING AND TRAINING.

PL 42-142 EMPHASIZES BUILDING AN IEP TO FIT THE NEEDS OF EACH CHILD RATHER THAN FITTING THE CHILD TO EXISTING PROGRAMS. STATES ARE MANDATED TO PROVIDE A WIDE RANGE OF ALTERNATIVE EDUCATIONAL PLACEMENTS SO THAT THE VARYING NEEDS OF INDIVIDUAL CHILDREN CAN BE MET. PRIOR TO THIS LAW, THE HANDICAPPED CHILD HAD TO FIT THE EXISTING PROGRAM OR ACCEPT WHAT WAS AVAILABLE OR BE TOLD TO SEEK HELP ELSEWHERE, BUT TODAY THE PROGRAM MUST FIT THE CHILD. IT ALSO PROVIDES THE RIGHT TO DUE PROCESS AND SAYS TO PARENTS THAT THEY HAVE THE RIGHT TO BE HEARD, TO BE INFORMED, AND TO BE INVOLVED IN PROGRAM PLANNING. THE RIGHT TO CONFIDENTIALITY

IS ENSURED SO THAT CONFIDENTIAL OR "IDENTIFIABLE DATA" WILL NOT BE SHARED INAPPROPRIATELY. ALL CONFIDENTIAL RECORDS ARE KEPT IN A LOCKED FILE. ACCESS TO THE FILE IS DEPENDENT ON WRITTEN PARENTAL CONSENT.

THE SUCCESS OF AN IEP SEEMS TO BE PREDICTED LARGELY ON THE WAY IT IS ORGANIZED AND DELIVERED. THE FIRST STEP REQUIRES THAT SCHOOL DISTRICTS SEEK OUT ALL INDIVIDUALS WITH EXCEPTIONAL NEEDS BETWEEN THE AGES OF 3 AND 18, AND BY SEPTEMBER 1, 1980, BETWEEN THE AGES OF 3 AND 21.

THIS AD WHICH APPEARED IN AREA NEWSPAPERS IS JUST ONE OF MANY ENDEAVORS TO SEARCH OUT HANDICAPPED STUDENTS.

OFTEN ITS THE TEACHER OR OTHER SCHOOL PERSONNEL WHO FIRST RECOGNIZE A CHILD WITH A SPECIAL PROBLEM, ESPECIALLY IF THE PROBLEM ISN'T OBVIOUS OR SEVERE.

AT DIFFERENT GRADE LEVELS, ALL CHILDREN ARE ROUTINELY SCREENED FOR HEARING, VISION, PHYSICAL GROWTH, ACADEMIC ACHIEVEMENT, SPEECH AND LANGUAGE DEVELOPMENT, AND PSYCHOMOTOR FUNCTION.

Regular Class Teacher: I wanted to talk to you for a minute about one of the youngsters who will be in the next group.

Speech/Language Specialist: Alright.

Regular Class Teacher: His name is John Pauls and I think he needs some special help.

Speech/Language Specialist: OK.

Regular Class Teacher: He really has a difficult time with speech in general, especially with the R's and he is really self-conscious about it and the kids are on him for it, they are critical of him, make fun of him for his problem so...you know...take a special look at him because he may need some special help.

Speech/Language Specialist: Ok, fine. How is he doing in the academic areas?

Regular Class Teacher: He is not doing very well, and there may be a tie in.

Speech/Language Specialist: Is he very expressive.....will he speak up?

Regular Class Teacher: No, No he won't. The reasons for that is because the kids make so much fun of him plus he is really conscious of the fact that he doesn't speak very well.

Speech/Language Specialist: Ok, I will take a special look at him for you.

Regular Class Teacher: Ok, great. Thank you.

Speech/Language Specialist: Thank you for coming in.

Regular Class Teacher: Ok. Let me bring. . . . . .

WHEN RESULTS OF SCREENING SUGGEST THAT A CHILD MAY HAVE A POSSIBLE SPECIAL EDUCATION NEED, PREREFERRAL TASKS ARE INDICATED. CONSULTATION WITH OTHER SCHOOL PERSONNEL, A SEARCH OF SCHOOL HISTORY IN THE CUMULATIVE RECORDS, A GATHERING OF HEALTH DATA AND THE EARLY INVOLVEMENT OF THE PARENTS ARE ALL PREREFERRAL TASKS.

THE SCHOOL IS RESPONSIBLE FOR ESTABLISHING PROCEDURES FOR PARENTAL INVOLVEMENT THROUGHOUT THE IEP PROCESS. OPEN COMMUNICATION BETWEEN THE PARENTS AND THE TEAM SHOULD BE NURTURED. THE KNOWLEDGE AND UNDERSTANDING PARENTS HAVE OF THEIR OWN CHILD'S UNIQUE NEEDS, IN MOST CASES, COMES FROM A DIFFERENT STANDPOINT THAN THAT OF THE EDUCATORS, CONSEQUENTLY, SUCH PARENTAL INPUT SIGNIFICANTLY IMPROVES THE TEAM'S OVERALL UNDERSTAND OF THE CHILD'S NEEDS. THE ACTIVE PARTICIPATION OF THE PARENTS AS TEAM MEMBERS CAN NOT BE OVER-EMPHASIZED.

Mother: He's really felt good about coming to school and I am just really pleased that its happening with him now. And I think part of that is due just to the fact that he's finally got a male teacher and it is really seems to give him a good feeling about coming to school. And may be you could give me a little input about what's happening here and may be we can share information about John.

Teacher: He is not doing too well -- especially in math and reading. I don't have any official tests or anything, but I imagine he is about a couple of grade behind in reading and math. You know he works hard and I think he's got good ability. You mentioned that you have moved around a lot -- may be that's what's behind a little bit of it.

Mother: Well I think there is more to it than that. Over a period of time I have just see him become more withdrawn and more withdrawn, and I think a lot of it has to do with his speech and what's happening. And he's darned if he does and darned if he doesn't. Sometimes he is. . . . .

Teacher: May be one thing we can do is recommend that John get some more tests. Now what has to happen is I have to fill. . .you and I have to fill out a referral slip and then he gets more testing from a speech therapist and other people who might help out.

Mother: OK, I am really concerned about John and I would like to do that.

Teacher: OK, well. . .

Mother: . . .that he get some extra help in school and. . .

Teacher: I have got the forms. May be to get things going fast we could fill these out together right not.

Mother: OK.

EACH SCHOOL DISTRICT IS CHARGED WITH ESTABLISHING PROCEDURES IN COMPLIANCE WITH THE LAW FOR REFERRAL, ASSESSMENT, IEP DEVELOPMENT, AND SPECIAL EDUCATION PLACEMENT.

WHEN EVIDENCE INDICATES THAT AN INDIVIDUAL SHOULD BE ASSESSED, A WRITTEN REFERRAL IS MADE. WITH THIS WRITTEN REFERRAL, THE IDENTIFICATION OF A CHILD WITH A POSSIBLE NEED FOR SPECIAL EDUCATION HAS BEEN DOCUMENTED. AT THIS POINT FEDERAL AND STATE LAWS SPECIFY TASKS AND TIMELINES FOR DEVELOPING THE INDIVIDUALIZED EDUCATION PROGRAM. THE

SUBSEQUENT PROGRAMS IN THIS SERIES WILL DEPICT A MODEL, CARRYING OUT ACTIVITIES IN ASSESSMENT AND INTERVENTION-PLANNING LEADING TO THE DEVELOPMENT OF AN IEP FOR JOHN PAULS.

END OF PART I

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP

Part II: Assessment Planning
The First-15-School-Day Period

VIDEO SCRIPT

THIS PORTION OF THE VIDEO PROGRAM DEALS WITH THE 15-SCHOOL-DAY PERIOD IMMEDIATELY FOLLOWING A STUDENT'S REFERRAL FOR ASSESSMENT. WITHIN THIS PERIOD AN ASSESSMENT PLAN MUST BE DEVELOPED AND DELIVERED TO THE PARENTS FOR THEIR WRITTEN CONSENT.

AN ASSESSMENT TEAM IS CHARGED WITH DESIGNING THE ASSESSMENT PLAN. ONE MEMBER, DESIGNATED AS THE TEAM COORDINATOR, PROVIDES THE LEADERSHIP FOR THE TEAM.

Regular Class Teacher: Mrs. Pauls and I filled out on John Pauls.

Speech/Language Specialist: Oh fine. I remember the screening.

Regular Class Teacher: Here is the form both she and I completed. I think its complete. You can look it over there quickly and see if it is.

Speech/Language Specialist: All right. I see that he's virtually a nonreader at this time.

Regular Class Teacher: Right.

Speech/Language Specialist: It's unfortunate that we don't have some of his previous records available. That might give us an idea of what happened in the past. Alright, the next thing that'll happen is...it will be my responsibility to set a date and coordinate the Assessment Plan meeting and tentatively we are looking at...I think we can set it for July 23 and...

Regular Education Teacher: That's the meeting that I'll be attending?

Speech/Language Specialist: Right. We would like to have you and we'll need to have the nurse there, the psychologist, and an administrator and Mrs. Pauls is welcome to be there also at that time.

A COORDINATOR'S RESPONSIBILITIES IS DETERMINED BY LOCAL SCHOOL DISTRICT PROCEDURES.

THE TEAM MUST INCLUDE:

ONE: A SPECIAL EDUCATION TEACHER OR SPECIALIST WITH KNOWLEDGE OF THE CHILD'S PARTICULAR DISABILITY:

TWO: A SCHOOL ADMINISTRATOR OR DESIGNEE:

THREE: THE PARENTS OR GUARDIAN: AND

FOUR: ANY OTHER SCHOOL PERSONNEL WHO HAVE PARTICIPATED IN THE EVALUATIONS WHERE THE RESULTS ARE SIGNIFICANT TO THE CHILD'S IEP AND PLACEMENT.

AT THIS ASSESSMENT PLANNING MEETING ARE THE PSYCHOLOGIST, REGULAR CLASS TEACHER, THE SPEECH/LANGUAGE SPECIALIST (WHO IS THE TEAM COORDINATOR), THE SCHOOL NURSE, AND AN ADMINISTRATOR.

Speech/Language Specialist: Good afternoon. Today we are having an assessment planning meeting. At this meeting, we will be planning the specific assessment tools for John Pauls. I would like to have everyone introduce themselves.

Psychologist: Mona Storm, psychologist.

Regular Class Teacher: My name is Dan Camp. I am John Paul's fifth grade teacher at Webster School.

Speech/Language Specialist: Leah Kidd, speech/language specialist and chairman of the meeting.

Nurse: I am Connie Bridge, the nurst at the school.

Administrator: I am John Teller who is the special education administrator.

Speech/Language Specialist: All right. I have already passed out the Assessment Record forms. We need to go through them because there are specific areas that need to be assessed. Vision.

Nurse: OK. On July 10 a vision screening was done and it was normal. On July 10 a hearing screening was done and it was questionable.

THE TEAM DETERMINES THE RESPONSIBILITIES OF ALL THE MEMBERS.

Speech/Language Specialist: and that took part of the auditory. Some of the auditory integration areas and other auditory areas I'll take care of and I'll bring back specifically what they are. Learning Style, Learning Style?

Psychologist: I plan to do a classroom observation.

Speech/Language Specialist: All right, and academics?

Psychologist: A...according to the information on the referral perhaps I should read that more thoroughly and then based on...upon that information make a deciision as to which battery of tests.

Speech/Language Specialist: Fine, fine and the language areas I will do the same and come back with specifics. Psychomotor?

Psychologist: I will do a Visual Motor Integration.

Speech/Language Specialist: OK fine. I think I will do a Piget Right-Left also. Prevocational and vocational? I can do a student interview and that will cover that. Social Adaptation?

Psychologist: Perhaps the Vineland and maybe pulling in a Behavior Rating Sacle.

Speech/Language Specialist: That is a good idea. Self-help Skills? Does anyone have an idea on that?

Psychologist: We can get a lot of information from the Vineland. If that is not sufficient we can discuss......

Administrator: The mother should be able to provide lots of information in that area as well as the classroom teacher.

Speech/Language Specialist: Right -- that's true.

Psychologist: Good idea.

Speech/Language Specialist: I am sure we can do that.

Psychologist: Either part on the Vineland...is no problem.

Speech/Language Specialist: If you will look at the second page, you will see some of the areas needed to be broken down more specifically, and what I would like you to do before our next meeting is fill this out for your area with the specific tools that we will be using. Next, I will be passing out the Notification of Referral and the Parent Consent for the Assessment Plan. And what we need to be doing with this is once we have decided specifically the tools that we are going to use, as you can see on the plan, the person responsible needs to be written and each of you, what you can do is put your initials, the tools you will be using, a very short description of the tool in terms of what you are looking for the the reasons for using it. This allows the parent to understand exactly what we are going to be doing with the child and why.

Administrator: Leah, may I just interject here that as you are going through the assessments, it is important to keep in mind that we are always looking for the Least Restrictive Environment for this youngster, for John Pauls, and that we think in terms of a regular classroom placement with an aide in the classroom. Who could provide supplemental help to him or a second alternative which would be to Least Restrictive would be a resource room, and of course your third alternative which would be more restrictive than either of the two would be the special day class.

EACH MEMBER IS CHARGED WITH SPECIFIED DUTIES IN THE ASSESSMENT AND FOR GIVING THIS INFORMATION TO THE TEAM COORDINATOR. THE COORDINATOR THEN COMPILES THIS INFORMATION AND ASSUMES THE RESPONSIBILITY TO DELIVER THE ASSESSMENT PLAN TO THE PARENT.

Speech/Language Specialist: Well...if you will get this back to me by tomorrow we can...I'll coordinate it and have it sent out to the mother and signed so that we can all begin.

THE PLAN MUST BE WRITTEN IN ORDINATORY LANGUAGE DESCRIBING THE PROCEDURES, TESTS, RECORDS, OR REPORTS PROPOSED FOR USE IN ASSESSMENT.

Speech/Language Specialist: The thing I will be passing out now is the Assessment Analysis and this is where you record your results and put down where the weaknesses are and you can put down suggested recommendations, strategies and materials.

Speech/Language Specialist: Continued If you could...could you please look at your calendars. We need to set up a time for meeting where we can share our assessment results and at that time we will set a date for the IEP meeting. Let's look towards the end of August. Tentatively, let's say August 28th at 2:30 and that's when we will come back and look at the assessment. Before that time.. It looks alright? Good.

Psychologist: That will be a Tuesday?

Speech/Language Specialist: Mona?

Regular Class Teacher: It look's fine with me. What is it again?

Speech/Language Specialist: It is the 28th at 2:30 Your class... may be we can find someone to come in and cover for the last few minutes. As team coordinator what I will be doing is collecting the Assessment Analysis sheets. I'll also, prior to the assessment, come up the consent and plan for the parent by combining all the forms that you give me and send it out to the parent. Now we can't forget Mrs. Pauls is very interested in this and she may want to sit in with us when we are doing the assessments. Also if, during the process of your assessment you see that you need to either change assessment tools or expand, you must call the mother if she is not with you, and make sure that she approves. And you have to document the date. It wouldn't hurt to document the date and time and specifically what she agrees to. Which is very important.

Psychologist: On which form would you make that change?

Speech/Language Specialist: I would do it on the...on your Notification Referral and then also you might make an asterisk on your Assessment Analysis and note something there. Also ...we also need to have the parent aware of her rights and the student's rights and the procedural safeguards and that will go out with the Assessment Plan. She will also have to sign that...that she has read them and she understands the intent of the law.

Psychologist: Will that be done prior to most of the testing?

Speech/Language Specialist: Yes, it has to be done.

Psychologist: Initially when she comes it.

Speech/Language Specialist: What happens now, I will coordinate all of this data and meet with her. Explain it all and have her sign all the papers and then I will notify you. I will call you by phone and let you know yes. . . .

Psychologist: ...its clear.

Speech/Language Specialist: ...its clear. Everything has been signed and we are ready to go and then we will all do our....

Regular Class Teacher: We will all meet on the 28th.

Speech/Language Specialist: Right to discuss everything and please remember that the assessment also has the boundaries of Least Restrictive Environment. We're not just testing just to test, we are testing to know specifics.

THE WRITTEN NOTICE MUST BE IN THE PRIMARY LANGUAGE OF THE HOME AND DELIVERED WITHIN 15 SCHOOL DAYS OF THE REFERRAL EVEN THOUGH THE PARENT MAY HAVE REQUESTED THE ASSESSMENT EITHER ORALLY OR IN WRITING.

Speech/Language Specialist: We will meet again on the 28th, and I will be calling you within the next three days. I hope to let you know its OK to begin. Thank you for meeting.

THE SCHOOL IS RESPONSIBLE FOR ESTABLISHING PROCEDURES FOR PARENT PARTICIPATION.

Speech/Language Specialist: Mrs. Pauls. I am so glad you were able to come in today. It makes it a lot easier with having me show you these things than discuss them over the phone today. Here we have the Assessment Plan that was prepared with all the different people that will be looking at John Pauls and evaluating him. We have each of the assessment tools listed here. The description of the tool and why we feel that it is appropriate to use this with John Pauls. We will be looking at him in a lot of different areas. We will be looking at language, will be looking at his academics, looking at his psychomotor skills, self-help skills. Generally alot of different areas and what we need to have you do is read over it and make sure you approve of them...of the tools that we will be using and sign it.

Mother: Well, I would really rather take this home and discuss it with John's father. . . . . .

Speech/Language Specialist: That's fine.

Mother: . . . . .and bring it back. My husband and I both are really concerned about what's going to happen with John. We would really like to have him stay in school. At Webster School. Mainly because for years he's just had so many problems at school. Finding his way to school and now he can see the school right from his own backyard. And there is no problem.

Speech/Language Specialist: Right. Our goal is to keep him feeling as good about himself and secure as possible. And if we can agree... if we can possibly do it, we will arrange it so that he can stay here and get the extra help that he needs.

Mother: Well, the other thing is that he really has so much trust in Mr. Camp and it is such a joy to his father and I finally to see some interaction and some confidence. Things going with John that his father and I...those are the two main things that we are concerned about. Right now staying at Webster and being able to keep up a relationship with Mr. Camp.

Speech/Language Specialist: That is great. We have also seen that this relationship has made a difference in him, and we are very glad to know that he is feeling confident enough to make his way to school and make it home. That independence is really an important factor. I also want to let you... take with you these procedural safeguards that have been incorporated into the law so that you can fully understand your rights asa parent and John Pauls' rights as a student. And I want you to be sure and go over each of these with your husband so that you understand what the law requires and the safeguards it has for you. The psychologist will be contacting you and letting you know specifically when she will start her assessment so that if you would like you can come in and observe it.

Mother: I would really like that.

Speech/Language Specialist: OK, fine. . .you are welcome at anytime. Do you know that this is a year-round school so that John Pauls' basic schedule is nine weeks on and three weeks off? We do have some opportunities called intersession which would mean that he could continue his help through this vacations. I think it would be important for you and your husband to think about this and decide if on occasion that it would be just as well for John Pauls to stay in school.

Mother: That's something I would really like to talk over with my husband because we have some concern as to when does he get his free time? You know....

Speech/Language Specialist: Right.

Mother: You know, I think he needs time to just kick back....

Speech/Language Specialist: Oh definitely.

Mother: . . .and just be a kid.

Speech/Language Specialist: Right. Well these are the opportunities that are available to him. So please discuss them carefully and if you could then, within the next coupdl days do that and if your comfortable with it, sign this and bring it back to me so that we can begin. OK? Thank you.

Mother: OK. Thanks a lot.

THE PARENT SHALL BE GRANTED AT LEAST TEN SCHOOL DAYS, IF ADDITIONAL TIME IS REQUESTED, TO CONSIDER THE ASSESSMENT PLAN. PARENTAL INVOLVMENT IS MANDATED IN BOTH THE SPIRIT AND LEGAL REGULATIONS OF FEDERAL AND STATE LAWS. THE OPEN ENCOURAGEMENT OF SUCH INVOLVMENT CAN LEAD TO A BETTER UNDERSTANDING OF THE STUDENT FOR BOTH THE PARENT AND THE SCHOOL.

END OF PART II

EDUCATION FOR THE HANDICAPPED: A PARENT-SCHOOL PARTNERSHIP

Part III: Assessment + Intervention = IEP
The 35-School-Day Period

VIDEO SCRIPT

AFTER THE ASSESSMENT PLAN HAS BEEN PREPARED AND THE PARENT FULLY UNDERSTANDS THE ASSESSMENT PROCEDURES, THE IEP PROCESS MOVES TO THE FORMAL ASSESSMENT AND IEP WRITING STATE. UPON RECEIPT OF INFORMED WRITTEN PARENTAL CONSENT TO CONDUCT THE ASSESSMENT, THE SCHOOL HAS 35 SCHOOL DAYS TO:

FIRST: CONDUCT THE ASSESSMENT.

SECOND: SUMMARIZE ASSESSMENT RESULTS AND CONSIDER ELIGIBILITY FOR SPECIAL EDUCATION AND RELATED SERVICES NEEDED.

THIRD: IN COMMITTEE WRITE THE IEP BASED ON ASSESSMENT RESULTS, DETERMINE APPROPRIATE PLACEMENT, AND OBTAIN WRITTEN PARENTAL CONSENT FOR THIS PLACEMENT.

THE ASSESSMENT TEAM MUST INCLUDE APPROPRIATELY CREDENTIALED PERSONNEL WHO ARE FLUENT IN THE INDIVIDUAL'S PRIMARY LANGUAGE OR MODE OF COMMUNICATION. WHEN AN INTERPRETER IS USED, THE ASSESSMENT PLAN MUST DOCUMENT AND NOTE THE DEGREE TO WHICH THE VALIDITY OF THE TEST MAY HAVE BEEN AFFECTED. IN ADDITION, THIS TEAM MUST BE FAMILIAR WITH SERVICE AND INTERVENTION ALTERNATIVES APPROPRIATE FOR THE PARTICULAR NEEDS OF THE CHILD. THE TEAM'S MEMBERSHIP, WHICH INCLUDES THE PARENT, WILL BE DEPENDENT UPON THE DISABILITY OR DISABILITIES PRESENTED BY THE CHILD AND UPON THE REQUIREMENTS OF FEDERAL AND STATE LAW.

LEGISLATION ENCOURAGES THE PRESENCE AND INVOLVEMENT OF THE PARENT AT DISCUSSIONS REGARDING THE CHILD THROUGHOUT THE EVALUATION PROCESS. THIS INCLUDES INFORMING THE PARENT OF ALL DECISIONS OF EDUCATIONAL ALTERNATIVES CONSIDERED AND

THE RIGHT TO INSPECT ALL OF THE CHILD'S RECORDS INCLUDING THOSE CONCERNING IDENTIFICATION, EVALUATION, AND PLACEMENT. A VARIETY OF TESTS AND OTHER PROCEDURES WHICH ARE RACIALLY AND CULTURALLY NONDISCRIMINATORY MUST BE USED TO GET A COMPLETE PICTURE OF THE CHILD'S EDUCATIONAL NEEDS. A CHILD CANNOT BE EVALUATED ON THE BASIS OF ANY SINGLE TEST, INCIDENT, OR DISCUSSION. IF THERE IS NEED FOR THE ASSESSMENT TEAM TO HOLD AN EXTRA MEETING PRIOR TO THE MEETING FOR WRITING THE IEP, THE PARENTS MUST BE NOTIFIED AND INVITED TO PARTICIPATE.

Speech/Language Specialist: . . .and disucssed and decided that we are going to be having a meeting on the 28th of this month to discuss the assessments for John. At the same time, we will be establishing his eligibility and alternatives for his special class placement. Would you be able to attend?

Mrs. Pauls: I'd really like to come, but I have a medical appointment that I can't cancel.

Speech/Language Specialist: Well, the other things we might discuss is the possible services that he'd be needing and will determine at that time the date for the IEP meeting. Do you have any preferences that way? That one is really important for you to attend.

Mrs. Pauls: Well listen, my husband would like to be there and the only day he can make arrangements to get off is on September 1st.... in the afternoon. Right.

Speech/Language Specialist: That's great. We really appreciate having both parents there so everyone understands what we will be doing. Fine, I will mail you the summary of our meeting that will take place the 28th.

Mrs. Pauls: Okay, thank you Mrs. Kidd. I will see you on the first. Okay, bye-bye.

IT IS RECOMMENDED THAT THE TEAM HOLD AN EXTRA MEETING PRIOR TO WRITING THE IEP TO ANALYZE ASSESSMENT RESULTS WHEN FINDINGS PRESENT CONFLICTING OR INCONCLUSIVE INFORMATION. SUCH A MEETING AS WE ARE SEEING HERE WAS INDICATED IN THE CASE OF JOHN PAULS.

Speech/Language Specialist: This is the assessment team meeting. We are meeting to discuss John Pauls. We're here to analyze the results of his assessment, establish eligibility, determine services needed and schedule an IEP meeting. I'd like to introduce Ann Bee, our EH teacher who is joining us. I have covered all the data and everything we have done up to now so she is aware of where we are with John Pauls. I think we need to start out discussing his assessment. First, let's talk about communication and language. I noted while doing his Peabody Receptive Vocabulary Test that his retrieval skills and reception of single words was much better than for connected speech. This would be an indication that he needs to have reduced input in his class enviornment. On the Utah, again there were problems with retrieval skills, and he needed to vocalize as he wrote. On his articulation test the only sound in error was the 'R' sound that I think we're all aware of.

THE ASSESSMENT PROCESS MUST DETERMINE THE LEVEL OF FUNCTION IN LANGUAGE, ACADEMICS, PSYCHOMOTOR, PREVOCATIONAL/VOCATIONAL SKILLS, SOCIAL ADAPTATION, AND SELF-HELP SKILLS. DETERMINING THE LEARNING STYLE, LEARNING BEHAVIOR AND LEARNING RATE IS A PART OF ASSESSMENT.

Speech/Language Specialist: Academics? Dan.

Regular Class Teacher: Yes, I administered a Wide Range Achievement test to John and it confirmed my observations that he's two or three grade levels behind in all skills -- especially math and reading.

Speech/Language Specialist: Alright. Mona didn't you do something else?

Psychologist: Yes, the Piat concurs with that. He falls at a grade point average of 2.0 in reading recognition and in reading comprehension -- it's 2.4.

EH Teacher: It looks like John's independent reading level is estimated somewhere around 2.0, second grade level. How do you feel about possibly having him read to a small group of first graders?

Speech/Language Specialist: I don't think at this point that would work. He is so shy and withdrawn and so aware of his speech problems that I think that would just really terrify him.

EH Teacher: OK.

STATE REGULATIONS SPECIFY THAT ASSESSMENT PROCEDURES MUST DETERMINE WHETHER OR NOT A LEARNING PROBLEM COULD BE DUE TO A PERCEPTUAL PROBLEM.

Speech/Language Specialist: Alright, I think we need to make sure that when we're doing a remediation that we include time, distance, laterality and directions because this seems to be such a problem for him, and it really directly relates to how he feels about himself. If he can't get around his own community successfully and get to school, it's not a very good base. That would go right in with the self-help skills.

ASSESSMENT IS A CRUCIAL ISSUE BECAUSE IT YIELDS DATA UPON WHICH THE IEP AND PLACEMENT WILL BE BASED.

Speech/Language Specialist: Now wel'll be going to learning styles.

Administrator: When working with him on the Vads was there any indication that one of the modalities might be stronger than the other? Vision or auditorally?

Speech/Language Specialist: Auditorally -- none. They were both equally depressed. Significantly depressed and that's why I think we need to look at a multisensory approach. Alright, Connie what can you tell us about his health status right now?

Nurse: Well as it has been mentioned, he's had breathing difficulties, a lot of coughing, upper respiratory infections. His mother describes it or calls it asthma, although it has not been diagnosed as such. I think some of the other things might indicate some neurological involvement and what I'm working on right now is working with the family to try and get a complete medical evaluation and it's possible that we can get this through CCS services. So we are in the process of making a referral, and we'll hopefully have more information by the next meeting.

DPENDING ON THE NATURE OF THE DISABILITY, AN ASSESSMENT MAY INCLUDE A SUMMARY OF THE DEVELOPMENTAL, SCHOOL AND EDUCATIONA HISTORY. A DESCRIPTION OF EDUCATIONAL STEPS PREVIOUSLY TAKEN TO ASSIST THE STUDENT, OBSERVATION OF CLASSROOM FUNCTION AND BEHAVIOR, ASSESSMENT OF INTELLECTUAL FUNCTION, HEALTH AND MEDICAL REPORTS AS NEEDED, AND A WRITTEN REPORT. THE PSYCHOEDUCATIONAL STUDY CERTIFYING THAT THE REPORT REFLECTS THE CONCLUSION OF EACH TEAM MEMBER.

Speech/Language Specialist: Mona, you prepared the psychoeducational study?

Psychologist: Yes, I do have that document, and at this meeting we need to simply make certain that we're in agreement with the findings and sign so if there is any questions in regard to this, the results of the evaluation -- this would be a time to discuss them.

Speech/Language Specialist: I think we've all had a chance.

Psychologist: Fine, we'll just start our signatures.

FEDERAL AND STATE LAW REQUIRES THAT IF THE REPORT DOES NOT REFLECT THE CONCLUSION OF ANY ONE MEMBER THAN THAT MEMBER MUST SUBMIT A SEPARATE STATEMENT PRESENTING HIS OR HER CONCLUSIONS.

Administrator: Okay, it certainly appears from all information and assessment that John is eligible for a class for educationally handicapped youngsters. This would be both for federal and state legislation. We will need to look at vocational area for John -- particularly in the areas of independent living skills when we come to developing the IEP. And I would think that the care curriculum would be very appropriate for some of the deficits that he is showing. We can talk with his mother more in detail about that at the IEP meeting rather than the mother with his parents.

IT BEEHOOVES ASSESSMENT TEAMS TO CONSIDER ELIGIBILITY FOR SPECIAL EDUCATION SERVICES, PLACEMENT OPTIONS AND APPROPRIATE INTERVENTION CURRICULA AND INSTRUCTIONAL MATERIALS PRIOR TO THE IEP MEETING.

Administrator: As fully related services or I would think that from the work that you have done with him and from your assessments with the IEP, that he would need some speech/language therapy.

Speech/Language Specialist: I think we definitely need to tie it in directly with his special class, with his EH work. Working together and using a multi-sensory approach would be the best thing for him--minimizing the differences.

Regular Class Teacher: I think that he needs contact with a regular class setting especially for PE activities and field trips.

Speech/Language Specialist: Okay.

Regular Class Teacher: Any kind of recreation.

SCHOOL DISTRICTS ARE CHARGED WITH ESTABLISHING PROCEDURES TO ENSURE THAT TIMELINES ARE MET AND PROCEDURAL SAFEGUARDS ARE OBSERVED.

Administrator: And you will have responsibility for informing the parents.

Speech/Language Specialist: Right.

Administrator: Telling them when the IEP meeting will be held.

Speech/Language Specialist: Right, as a matter of fact, I've talked with the mother and Mr. Pauls and they would really like to join us for that meeting. He's arranged, he has a new job, but he's arranged for September 1 at 2:30 to be free.

Psychologist: That's excellent that a father shows that interest. I'm just wondering what we could find out about the relationship between John and his father and what kind of things they might do together and what are his feelings about John's speech deficit and whether that has any play in his self-concept.

Speech/Language Specialist: I think this would be a good opportunity to do that.

Regular Class Teacher: What time was that meeting? 2:30 p.m.?

Speech/Language Specialist: Right.

Administrator: Ann, will it be possible for you to attend on that date?

Special Ed. Teacher: Absolutely.

Administrator: Good.

Speech/Language Specialist: Next, I'll be preparing the E & P team recommendations and action report that will go to the family and once they have approved it, I will let you know and then it will be officially on for September 1 at 2:30 at our school (Webster School) in the conference room.

AT THE CONCLUSION OF SUCH A MEETING, A WRITTEN REPORT OF THE CONSIDERATIONS AND OPTIONS DISCUSSED MUST BE DELIVERED TO THE PARENTS.

THE IEP HAS BEEN DESCRIBED AS THE HEART OF PL 94-142. IT IS DESIGNED TO MEET EDUCATIONAL NEEDS OF THE HANDICAPPED CHILD THROUGH AN INDIVIDUALLY TAILORED PROGRAM. IT MUST BE DEVELOPED IN COMMITTEE AND IT MUST BE A WRITTEN STATEMENT. IT CANNOT BE AN ORAL AGREEMENT BETWEEN PARENTS AND SCHOOL. THE IEP MUST BE DOCUMENTED SO THAT THE SCHOOL CAN IMPLEMENT THE PROGRAM AND MAINTAIN RECORDS AS REQUIRED BY LAW. IT IS ALSO NECESSARY THAT THE IEP BE WRITTEN SO THAT THE PROGRAM CAN BE MONITORED, REVISED, IF NECESSARY, AND REVIEWED AT LEAST ANNUALLY.

Aministrator: This is a meeting of the eligibility and planning committee of the Champagne District meeting at the Webster School today, September the first, 1977, to consider John Pauls for a special education program and let me take just a minute Mr. Pauls and say how pleased we are that you were able to take time off from work today to attend our meeting and with this as an indication of your interest in John's progress and our confidence that you'll carry through on some of the suggestions that may be made, we're certain that John will benefit from any planning that may occur today. For your benefit Mr. Pauls, Mrs. Pauls has met some of the persons who are on the committee. We would like to start now and have each one of our committee members introduce themselves and state just what it is that they are responsible for. Would you begin Mr. Camp.

Regular Class Teacher: I'm Dan Camp, and I'm John's fifth grade teacher at Webster School.

EH Teacher: Mr. Pauls, my name is Ann Bee, and I'm the educationally handicapped teacher.

Psychologist: And I am Mona Storm, the district psychologist.

Nurse: And I'm Connie Bridge, the nurse.

Speech/Language Specialist: I'm Leaha Kidd, Language/Speech and Hearing Specialist and team coordinator for our past meetings.

Administrator: And I'm John Teller, Mr. & Mrs. Pauls, and I'm the director of special education for our district and I'll be chairing our meeting today. We're going to be discussing quite a bit of information here. There has been quite a bit of testing for your son and we want to share what some of those assessments showed--particularly John's strengths, what his weaknesses are, and this information is very valuable in developing what is called an individualized educational program for John. Every student who is enrolled in a special education class has to have a program that's more or less tailored for his needs. Then we will also be talking about special education programs, services that go with those programs, and the placement for your son. You've talked with persons from our district about your rights, but I just want to review just what that involves, Mr. and Mrs. Pauls. Your due process rights or appeal rights evolve around three areas: assessment data, some of which we will be discussing with you today, identification and placement. We certainly hope that if you have some concerns that might cause you to exercise your due process rights that you'll disucss those with us this morning, this afternoon, so we can resolve to your satisfaction any information that is in those areas of assessment, identification and placement. Do you have any questions as to how you would processd in exercising your rights?

Mr. Pauls: I don't think we have any questions. I think Mary has talked to Mrs. Kidd, and I've talked with Mr. Camp, and I think we're totally satisfied with what is going on right now.

Administrator; Very good. I'm going to give you a copy of the analysis that was made as a result of all of the assessments with John in preparation for this meeting and may I encourage you, and invite you to participate in our disucssions today. If you have any questions about anything that is being discussed by the persons on our team, be sure to ask right then. We want you to leave with a clear understanding of just what information has been given to you. This assessment analysis will become a part of John's records and it has a two-fold purpose. It shows what his needs are at the present time, as well as serving as a basis on which to make comparisons for his progress, when it will come time time to review his IEP after another year. The IEP does have to be reviewed within a year's time, however, if you -- if there are reasons that would indicate that the IEP is really not appropriate, either you or the school staff could request a review within a year, but we do not go longer than a year without reviewing it. Could we now begin to discuss our findings with the parents? Leaha, would you discuss the assessments in the speech and language area?

Speech/Language Specialist: All right. Initially one of the things we looked at was his articulation, and we're all aware that he is very self-conscious about his 'R' problem, and naturally we found that also. With his receptive vocabulary, his skills were good at understanding language if it's in a limited framework. In other words, a sentence that is seven or eight words long is really going to be too long for him to be able to receive it, retain the information and act on it. We need to make sure that our input to John is reduced. That gives him a better chance to be successful. He's able to receptively understand concepts over and under, next to, between. He understands them better if he's able to see them and use them with concrete data rather than just words. When we got to the abstract, we found he had trouble. Another indication in his written expression about his need for compact information was the fact that he could write sentences 3-4 words in length. Our goal might be to expand that, but at this point we need to make sure that what we do is within the framework of what he can understand. Have you seen any of these things at home?

Mrs. Pauls: Well, we've often seen him where he's repeating directions back to us just like he's got to get that information--repeating it over and over again. Sometimes he'll say back to us, "Is that right Mom?" or "Did I get it straight?"

IT IS NOT THE INTENTION OF THE LAW THAT THE PARENT SIMPLY HAVE A REACTIVE ROLE COMMENTING ON THE PROGRAM THAT HAS ALREADY BEEN COMPLETED BY THE ASSESSMENT TEAM BUT RATHER THAT THE PARENT BE A CONTRIBUTING MEMBER WITH POINTS OF VIEW THAT SHOULD BE CLEARLY HEARD.

Psychologist: Academic testing on the Piat Reading and KEY Math indicate that his success level is about mid second grade. I'm sure you're aware that he is below in reading. The information you gave me Mrs. Pauls on the Vineland Social Maturity Scale also matches the needs and strengths that Mrs. Kidd and Mr. Camp have identified. It appears that John would benefit from instruction developing prevocational skills capitalizing on his strengths.

Mr. Pauls: Thats been a real concern to me. I don't see how John's ever going to earn a living if he can't learn some things in school. I like the idea of John getting some help that's going to lead towards some sort of a job or something in a practical way. That also might make him happier too.

Psychologist: Yes, reinforce this need with John--to like himself better. We really want to capitalize on making him feel good about himself. Refer to your psychological study that I just gave you. Let's see which one it is here, item 4. John voiced feelings of failure. We want to just really work on improving that self-concept, giving him a lot of successful experiences to really make him feel positive, and we hope in that way he'll exert himself more and apply himself and progress towards those vocational skills that will be important to him later on.

Mrs. Pauls: Could you tell me what number 6 means?

Nurse: Yes. The assessment team feels that John needs a good, complete medical work-up to determine the cause for his asthma-like symptoms. We have all been aware of it and you have mentioned it several times, that's what number 6 relates to.

Mr. Pauls: Well, since the move and so on, our financial situation is pretty tight, and I don't think we can spring any money for that right now.

Nurse: Well, I understand that, and I've also talked with Mrs. Pauls about this. Under these circumstances, it's possible that California Crippled Children's Services can provide a medical evaluation. If you'd like to pursue the medical evaluation in this manner, I'll follow up on it. Before I can do this, I do need to have authorization -- your authorization, and you need to sign to release the confidential information to CCS. I do have the form with me and if you feel that this would be appropriate, I can have you sign it now and then I would be able to start the whole process immediately and hopefully get it done quickly.

Mr. Pauls: Well, I want to do whatevers best for Joh. We can fill this out at home can't we Mary?

Administrator: Do you have any questions Mr. and Mrs. Pauls about any of the assessment data that has been presented? This would be an area over which you could exercise your due process rights should you have some concerns and before you leave this to actually go into formally developing the IEP, I'd like to make certain that you are clear on everything that's been presented and that it generally fits into the picture that you have of John.

Mrs. Pauls: I don't have any questions. Do you?

THE WRITTEN OUTCOME OF THE IEP CONFERENCE MUST INCLUDE CERTAIN ELEMENTS AS MANDATED BY LAW. IT IS SUGGESTED THAT ONE TEAM MEMBER BE DELEGATED TO RECORD AND DOCUMENT THESE ELEMENTS ON THE IEP AS THESE DETERMINATIONS ARE MADE.

Administrator: Our task now is to develop the goals and instructional objectives that would be appropriate for John. Mrs. Storm could we now develop appropriate goals and objectives in the academic area?

Psychologist: Fine. In the academic area, I'd recommend that it read: Goal 1, to improve academic skills with three instructional objectives to read as follows. . .

THE WRITING OF BROAD ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES SHOULD BE BASED ON EITHER ASSESSMENT OR THE CHILD'S PRESENT LEVEL OF FUNCTION THE REGULATIONS EXPLAIN THAT SPECIFIC EDUCATION SERVICES ARE TO BE DETERMINED AND MAY INCLUDE SPECIAL EDUCATION PLACEMENT, RELATED SERVICES AND SPECIAL EDUCATIONAL MEDIA AND MATERIALS. SERVICES SHOULD BE DIRECTLY RELATED TO GOALS AND OBJECTIVES.

Administrator: Mrs. Storm just presented the goals and the basic academic areas, as well as for the independent living skills. Do you understand those goals and agree that they would be appropriate for John at this particular level?

Mrs. Pauls: Yeah, I pretty much think so. But, again, I'm really concerned about John's self-concept, his speech, and I would really like to have that written into his goals.

Administrator: Leaha, would you respond to that area?

Speech/Language Specialist: Sure, I agree with Mr. and Mrs. Pauls. I'd recommend that his speech and language therapy interface with the intervention.

REGARDLESS OF THE NUMBER OF RELATED SERVICES DETERMINED, ONLY ONE IEP IS WRITTEN FOR EACH CHILD. THE IEP MUST SPECIFY WHO IS RESPONSIBLE FOR ESTABLISHING EACH OBJECTIVE AS WELL AS THE APPROPRIATE CRITERIA AND EVALUATION PROCEDURES AND THE SCHEDULES FOR DETERMINING WHETHER THE OBJECTIVES ARE BEING MET.

Adminisrator: Yes. Based on all the assessment information and data that we have with John, he does qualify for a special education program that would be designated educationally handicapped. This category is for children who for whatever reason have not learned appropriately to the learning potential or to their age or grade level.

THE CONCEPT OF THE LEAST RESTRICTIVE ENVIRONMENT REQUIRES THAT THE IEP STATE THE PERCENTAGE OF SCHOOL TIME A CHILD WILL SPEND IN A REGULAR CLASSROOM WITH NON-HANDICAPPED STUDENTS, INCLUDING THE RATIONALE FOR THIS DETERMINATION.

Regular Class Teacher: I would like to see that John be included in the field trips and creative arts wherever it's appropriate.

EH Teacher: Dan, I like that suggestion. But, maybe a word of caution -- it should be based on John's ability to function successfully in the larger class setting.

AFTER THE GOALS AND OBJECTIVES HAVE BEEN WRITTEN, PROGRAMS AND SERVICES FOR THE STUDENT CAN BE DETERMINED.

Administrator: Mr. and Mrs. Pauls do you have any questions about either the dates of placement or the time the IEP would be active for John?

Mr. Pauls: No, that seems like that would give time for John to adjust to the program, and we talked about him getting special help and he wants to get some special teaching, and I know he'll be happy to know he can still stay with Mr. Camp part of the time.

Administrator: Well, that's very good to hear. Now, the secondary level students would have graduation requirements as part of their IEPs but that does not apply to John since he is still at the elementary school level. We do need to make a determination of extended school year services, however. And since this is a year-round school, this would pertain to intersessions rather than summer school. Mr. and Mrs. Pauls what is your feeling about school services during the intersession for John.

Mrs. Pauls: We think a three week break might be really beneficial for John, and I'd really like to make that decision when the time comes and perhaps Miss Bee can give us information at that time how she feels about it.

EH Teacher: The flexibility of that statement is very appealing to me too, and I'd like very much at this point to make a statement and include it in the IEP. And see if you agree with this. "Services will be mutually agreed upon by school and parents, as determined by John's needs, and would allow flexibility for intersession planning." So that we will be partners in deciding that.

THE IEP PROCESS FROM THE POINT OF INITIAL IDENTIFICATION TO THE IMPLEMENTATION OF THE IEP IS A PARTNERSHIP IN ITS TRUEST SENSE BETWEEN THE PARENTS AND THE SCHOOL.

Administrator: Mr. and Mrs. Pauls your signatures and today's date are needed to signify your permission for John's special education placement and also to document that you have received a written notice and full explanation of your rights and protections. If you have any questions, be sure to ask us.

Mr. Pauls: No, it seems to be all clear to me.

Administrator: Now, one copy of the IEP is for your records Mr. and Mrs. Pauls; the other copies remain in the school's records. John's IEP will be reviewed annually or at any time anyone of the E&P team members determines a revision or review is indicated. If there are no further questions, then this will conclude our meeting, and thank both of you so much for your cooperation and help. The team really looks forward to working with you and John.

Mr. and Mrs. Pauls (together): Thank you.

End of Part III